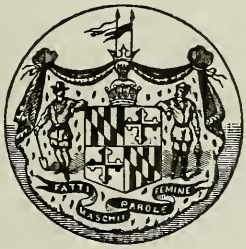
STATE OF MARYLAND TEACHERS' YEAR BOOK

FOR THE INFORMATION AND GUIDANCE OF OFFICIALS AND TEACHERS OF THE PUBLIC SCHOOLS OF THE STATE OF MARYLAND



SCHOLASTIC YEAR 1915-1916

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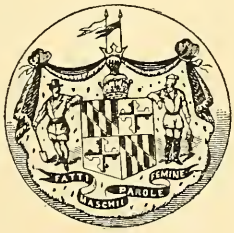
STATE OF MARYLAND

TEACHERS' YEAR BOOK

For the Information, Use and Guidance of the
Officials and Teachers of the Public Schools
of the State of Maryland

SCHOLASTIC YEAR 1915-1916

Prepared and Published by
M. BATES STEPHENS, State Superintendent of Public Education
B. K. PURDUM, Assistant



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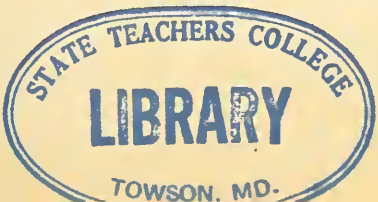

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FOREWORD.

"Social unrest," about which we have heard so much during the last decade in public gatherings of all kinds, is only a convenient phrase to show that our institutions, organized for social uplift, have not met in an effective way the popular demand. While education is primarily the duty of the home, we have lived to see the gradual shifting of the responsibility for education and training from the home to what we term the school. The transfer of duty in this regard has been so complete, the home has undergone such radical changes, and the family circle, which in the past gave so much stability and independence to the life of the home, has undergone such fundamental changes that it is difficult to venture an opinion as to where the one leaves off and the other begins in fitting boys and girls to live well and fit into the conditions of civilized life.

Because of these modifications in home life and the growing demands on the school, there has arisen much uncertainty as to the kind of co-operation between the home and the school. As we look into the heart of another school year our eyes must not be blinded to the fact that we are still in the dawn of a proper solution of this problem—perhaps the biggest problem which appeals for a speedy solution. It is a subject which falls within the realm of school administration, but can only be dealt with through the agency of the teacher. There certainly should be in every school community a neighborhood gathering once a month during the school year, with the teacher leading in the organization. These will afford occasions for discussing questions, for the expression of individual opinions, out of which will come crystallized public opinion or judgment. In a democracy, such as our government is, where public opinion habitually rules, it would be unfortunate if the public school, the greatest social organization in American life, did not encourage and foster opportunities for molding public opinion along

right lines. It is perfectly clear that in educating the child the parent, too, must be carried along in the process and kept acquainted with the aims of education and in touch with the modern means to engraft it on the young life of our State.

Such co-operation as will bring the school and the home into sympathetic relationships is not possible without stated gatherings and with definite ends in view. An interest can be aroused which will bring people together to consider the interests of the school, which are also the interests of every home of the school district. It is unnatural for a community to be indifferent to its highest welfare if it knows what are its most fundamental interests. We must take to them the gospel of sound education and convince them that without their support it cannot accomplish for their children its highest mission, nor can it become in the best sense a center of useful knowledge and a distributing point for efficiency or the power to do things. How can we hope to have those hundreds of miserable school buildings scattered over the State made into fit habitations for young human beings —where abundant light is provided, proper ventilation and heating secured and interior and exterior surroundings of the school plant cleanly and attractive?

Teacher, can you or will you do that much for *your* school *this year?* The remedy for this condition is almost absolutely with you. Will you take it to heart to the extent that you will be unhappy until you have succeeded? That is the way, and so far as we know there is no other. When you reach that point the School Board will know about it and will help; the community will find it out and help along. When these three factors—the community, the County School Board and the teacher—set their heads to do a thing it will be done!

The State school authorities, ably assisted by U. S. Commissioner of Education Dr. Claxton and his assistants, have tried to make it easy for you to do more easily just such things as we have mentioned by holding educational meetings in the several counties during the past two years. The response to our appeals has been splendid, and the many evidences of deep interest in the work

of the public school only prove to us that an energetic teacher with a passion for the work can command all necessary co-operation. Will you reach out for this manifest co-operation? It is yours for the asking.

Your attention is directed to the need of holding the anniversary exercises named in the law as Washington's Birthday, Maryland Day and Arbor and Highway Day. The beginnings of patriotism, as of other subjects, are best made in the formative period of the child's life, and for this reason these school anniversaries, which afford concrete lessons for teaching patriotism and kindred subjects, are timely and must result beneficially. The topic for Maryland Day this year is a most interesting chapter in our nation's history, and its intensive study even for one day must bring a healthy state pride as well as a deeper appreciation of Maryland's part in forming a Federal union. We are indebted to Mr. DeCourcy W. Thom and Prof. J. M. Gambrill for the articles "Maryland's Initiative and Guiding Part in the Settlement of the Northwest Territory Question" and "Maryland's Influence in Founding a National Commonwealth." You should begin early in the year to prepare the programs for these anniversaries, and also secure your principal speakers weeks before the time for holding the exercises.

The cost of publishing enough copies of "The Teachers' Year Book" to supply all teachers is considerable and it becomes important for the State to know whether or not our teachers read and use its contents. In order to know to what extent it is used and the views of teachers concerning its value, we shall ask the County Superintendents to give us an opportunity during the year when you are assembled to conduct some test which will satisfy us on this point. The article pertaining to some phase of school work presented in each Year Book should be carefully read by every teacher, and this part of the pamphlet will be emphasized in the quiz to be conducted.

Respectfully submitted,
M. Bates Stephens, *Superintendent.*
B. K. Purdum, *Assistant.*

Annapolis, Md.,
Aug. 25, 1915.

STATE OF MARYLAND
DEPARTMENT OF EDUCATION
ANNAPOLIS

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COUNTY SCHOOL SUPERINTENDENTS

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G. LLOYD PALMER	Frederick	Frederick County
FRANKLIN E. RATHBUN	Oakland	Garrett County
CHARLES T. WRIGHT	Bel Air	Harford County
WOODLAND C. PHILLIPS	Ellicott City	Howard County
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BYRON J. GRIMES	Centreville	Queen Anne's County
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WM. H. DASHIELL	Princess Anne	Somerset County
NICHOLAS OREM	Easton	Talbot County
W. MERRICK HUYETT	Hagerstown	Washington County
WM. J. HOLLOWAY	Salisbury	Wicomico County
EDGAR W. McMASTER	Pocomoke City	Worcester County

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COUNTY TEACHERS' INSTITUTES. SCHOOL YEAR 1915-'16.

LIST OF DATES, PLACES OF MEETING AND NAMES OF NORMAL INSTRUCTORS FOR THE COUNTY INSTITUTES OF MARYLAND.

Counties	Date	Instructors Assigned	Meeting Places
Allegany	Aug. 30 Sept. 3	Edward F. Webb Gertrude T. Morgan	Cumberland
Anne Arundel	One fourth of teachers attended Summer School.		
Baltimore	Aug. 30 Sept. 11	No assignment	Md. State Normal
Calvert	Oct. 11-15	Gertrude Morgan H. H. Murphy Anita S. Dowell	Prince Frederick
Caroline	Summer School in lieu of an Institute.		
Carroll	Sept. 6-10	Minnie L. Davis Ernest E. Race	Westminster
Cecil	Summer School in lieu of an Institute.		
*Charles	Apr. 25-28	W. H. Wilcox	La Plata
Dorchester	Summer School instead of an Institute.		
Frederick	Summer School in lieu of holding an Institute.		
Garrett	Institute combined with Summer School.		
Harford	Aug. 30 Sept. 3	Elsie Hichen	Bel Air
Howard	Summer School in lieu of holding an Institute.		
Kent	Summer School in lieu of holding an Institute.		
Montgomery	Summer School in lieu of holding an Institute.		
Prince George	Aug. 30 Sept. 10	W. H. Wilcox Mary H. Taylor	Hyattsville
Queen Anne	Summer School in lieu of holding an Institute.		
*St. Mary's	Apr. 25-28	Mary H. Taylor	La Plata
†Somerset	Aug. 25 Sept. 2	No Assignment	Ocean City
Talbot	Summer School in lieu of holding an Institute.		
Washington	Summer School in lieu of holding an Institute.		
†Wicomico	Aug. 25 Sept. 2	No Assignment	Ocean City
†Worcester	Aug. 25 Sept. 2	No Assignment	Ocean City

*St. Mary's and Charles will meet jointly at La Plata.

†Somerset, Wicomico and Worcester will hold the regular Tri-County institute at Ocean City.

INSTITUTE INSTRUCTORS.

RECOMMENDED BY THE STATE SUPERINTENDENT.

Charles H. Albert, Ph. D., Principal State Normal, Bloomsburg, Pa.—Practical Pedagogy.

Joseph H. Apple, A. M., President Hood College, Frederick, Md.—Application of Psychology to Teaching.

Samuel A. Baer, Ph. D., Frostburg, Md.—School Management.

James E. Carroll, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Classroom Management.

Isobel Davidson, Primary Supervisor Baltimore County Schools, Towson, Md.—Primary Subjects and their Methods.

D. D. Fess, Ph. D., General Lecturer, Chicago University—Department of History and Physics.

Francis H. Green, A. M., Department of English, West Chester, Pa., Normal—English Grammar and Literature.

C. H. Gordinier, Ph. D., Department of English, Shippensburg, Pa., State Normal—English and School Management.

W. E. Lugenbeel, Ph. D., Teacher of Mathematics, Winona Normal School (address, Effingham, Ill.)—Literature and Mathematics.

(Miss) Marion Mackenzie, B. S., 4816 Florence avenue, West Philadelphia—Nature Subjects.

Nan L. Mildren, Primary (Philadelphia) Schools—Primary Teaching.

Frank M. McMurry, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

Cap. E. Miller, Sigourney, Iowa—Elementary Agriculture in Our Public Schools.

Dr. George M. Phillips, Principal West Chester (Pa.) Normal School—General Pedagogy.

J. Adams Puffer, 168 Great Plain avenue, Needham, Mass.—Lecturer on Educational Topics.

(Mrs.) M. Landon Reed, 1604 K street, N. W., Washington, D. C.—The Culture of the Body and the Art of Expression.

E. Clarke Fontaine, A. M., Pocomoke City, Md.—Pedagogy and School Management.

Marion J. Woodford, 16 W. 24th St., Baltimore, Md.—Public School Music.

Nathan C. Schaeffer, State Superintendent of Instruction, Harrisburg, Pa.—"Thinking and Learning to Think."

David Eugene Smith, Ph. D., Teachers' College, Columbia University, N. Y.—Mathematics.

Levi Seeley, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 West State street)—General Methods and History of Education.

Geo. D. Strayer, Ph. D., Columbia University, N. Y.—School Subjects and Their Methods.

Lida Lee Tall, Intermediate Supervisor Baltimore County, Towson, Md.—Supervision.

Orson L. Warren, Elmira, N. Y.—Penmanship, Biography and History.

A. Duncan Yocum, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia—Pedagogy.

Anne Rothwell Stewart, 114 W. Twenty-third street, Baltimore—Expression and Physical Education.

Ada Van Stone Harris, 37 E. Twenty-eighth street, N. Y.—English.

L. A. Robinson, Department of Pedagogy, Winthrop Normal, Rock Hill, South Carolina.

Dr. O. H. Corson, Columbus, Ohio.

Wm. A. McKeever, Professor Philosophy, Kansas Agricultural College, Lecturer—Moral Education.

Grace H. Hare, 2004 Mt. Royal Terrace, Baltimore—Methods in History, Literature and Reading.

H. D. Hemenway, Northampton, Mass.—Playgrounds and School Gardens.

Edith Kunz, New Brighton, N. Y.—Child Study.

Stanley L. Krebs, care of John Wanamaker, Philadelphia, Pa.—General Pedagogy.

Meriam S. Peters, Supervising Principal, Calhoun School, Philadelphia, Pa.—Reading and Elementary English.

Dr. Barton W. Evermann, Bureau of Fisheries, Washington, D. C. —Science.

Dr. W. M. Davidson, Superintendent of Schools, Pittsburgh, Pa.

Thomas G. Parris, Woodlawn and Sprague, Germantown, Pa.—Schoolroom Pedagogy.

Mary B. C. Byre, Teachers' College, Columbia University, N. Y.—English, including oral composition, reading, dramatization, spelling, etc.

Dr. Edward F. Buchner, Chair of Education, Johns Hopkins University, Baltimore.

Dr. Samuel M. North, Baltimore Polytechnic—English.

R. B. Teitrick, Department State Superintendent, Harrisburg, Pa.

Letitia E. Weer, Supervisor Household Economics, Baltimore county, Maryland; 310 E. Twenty-second street, Baltimore City.

(Mrs.) Charlotte Newell, 1225 Madison avenue, Baltimore, Maryland—English.

Dr. Bruce R. Payne, President George Peabody College for Teachers, Nashville, Tenn.

Effa Funk Muhse, Ph. D., 2518 Seventeenth street, N. W., Washington, D. C.—Health and Sanitation.

S. R. Shear, Poughkeepsie, N. Y.—Supervision and School Management.

J. Montgomery Gambrill, Teachers' College, Columbia University, N. Y.—History.

Henry T. Colestock, Ph. D., Professor of History, Bucknell University, Lewisburg, Pa.—History and Pedagogy.

Reuben Post Halleck, 1154 S. Third street, Louisville, Ky.—Modern Ed. Psychology, The Teaching of English.

Elsie Butler Diven, 2122 Green street, Harrisburg, Pa.—Primary Instruction.

Cornelius J. Walter, A. M., 5126 Chester avenue, Philadelphia—School Management.

Sarah C. Brooks, Baltimore, Md.—General Pedagogy.

Samuel L. Chew, District Superintendent, Philadelphia Schools, 3404 N. 17th St., Philadelphia, Pa.—School Superintendence and Pedagogy.

Dr. Oscar Gerson, West Philadelphia High School for Boys, 48th and Walnut Sts., West Philadelphia, Pa.—Teacher Training—English Literature—Philology.

Prof. Smith Burnham, State Normal School, West Chester, Pa.—History.

Wm. Hughes Mearns, 111 E. Mt. Airy Ave., Philadelphia, Pa.—English—Modern High School Methods.

Miss Margaret T. Maguire, Washington School, 5th and Washington Ave., Philadelphia, Pa.—Backward Children—Foreign Pupils.

Dr. B. W. Mitchell, Central High School, Broad and Green Sts., Philadelphia, Pa.—Latin—Latin and Greek Literature.

Elizabeth Semans Ford, 14 W. Main St., Haddonfield, N. J.—School Music.

EDUCATIONAL UPLIFT MOVEMENT.

School Year 1915-16.

TO THE TEACHER.

The following program for the present year is the recommendation of the State Department of Education as regards your duty to the administrative side of school work. The emphasis is to be given to the lines of work suggested below and the County Superintendent will be asked to make a report of the statistics on these phases at the beginning of the school year and another at its close, that we may determine how much progress was made. If *you* will do what you can to assist in this movement the results for the year will be record-breaking. "Where there's a will there's a way" to encourage each of these movements to better school life. Have you the *will?*

The School Library and Its Use.

Your school lacks a most helpful adjunct in teaching and a valuable factor in the pupils' education if you do not have a good-sized library of well-selected books. Every year a school community raises ten dollars for such a purpose, the State, through its agency of the County School Board, gives ten dollars. A State traveling library may be procured for six months by paying a nominal fee of fifty cents to the State Library Commission, of which Dr. B. C. Steiner, Enoch Pratt Library, Baltimore, is secretary. For a list of books suitable for a library, send to the State Department of Education.

A teacher must encourage a taste for good reading before he can expect the best results from the library. It is easy to give children good taste and right opinions about books by familiarizing them with good books from the very beginning. To tell a story or to read aloud to the school a portion of some book will make them hungry to read it and in this way the pupil will seek the library with relish. When they begin to read other than text-books and are able to tell in class something outside of the text, there comes a peculiar happiness which deepens the pupils' interest. The teacher must see to it that the class exercises are so directed as will drive pupils to the library to get a

broader knowledge on the subject which the teacher suggested. Additions must be made to the library every year, if interest is to be sustained. Many a child to whom the dry facts of the text-books made no appeal has been aroused and inspired by contact with some poet, traveler, historian or discoverer who speaks through the library volumes. Do not organize a library as a mere fad or merely to meet the expectation of some other person, but as a necessary element in your scheme of teaching.

The library should not be used exclusively by the teacher and pupils, but also by the school patrons. This can be used as a means to enlist parents' interest. Invite them to come and examine the books, recommend some that would interest them, and the chances are they will walk away with a book under their arm. A small part of each week should be set apart to talk *with* the children about books and authors, and give ample time to the pupils to express themselves. This half-hour will give an insight into the home reading of the pupils, to familiarize them with good authors, and the teacher can make the occasion one for noting the language and expression of her pupils.

First recommendation—"Ways to get a library and how to use it."

Teachers' Reading Circles.

The summer school is fast replacing the county institute. All of our counties do not hold association meetings. Teachers of the same county must meet occasionally and talk over matters of common interest. There never was a time when the Reading Circle was so necessary to keep up the *esprit de corps* as at the present. That idea, of course, is secondary to its more primary object to promote a professional spirit by studying with definiteness such subjects as pertain to the teacher's work. We place a high estimate on experience, but without contact with others we get narrow and selfish. It is not fair to the child or to ourselves to depend on our own limited experience to correct our mistakes and improve our methods when our own may be supplemented by the opinions and experiences of hundreds crystallized and preserved in the writings of the most distinguished teachers. Considering it from all angles, the best way to avail ourselves of this common experience is through the Maryland State Teachers' Reading Circle. It matters not whether you are an experienced teacher, a normal graduate or an inexperienced and untrained teacher, you need the assistance, the fellowship and the technical knowledge of this organization.

Last year's enrollment was 1045; we should increase it to at least two thousand this year. Full particulars are given in this pamphlet. Read them carefully, for they concern you in a vital way.

Recommendation No. 2—Join the Reading Circle movement and identify yourself with a local Circle, and do it at the beginning of the school year.

Making Beautiful and Healthful the School Property.

Do you expect your school house to become the center of community life, a social and civic center, unless it commands attention because of its attractiveness and good sanitary conditions? No, you do not! Is it worth the price to make it as attractive and clean as the circumstances of the case will permit? Public respect is the forerunner of popular appreciation. Is it worth while to have the goodwill of the community? Nothing will secure it more quickly than for you to demonstrate that you are interested in it. You cannot show that interest more clearly than by raising to a higher plane of usefulness the institution in which *everybody* in the neighborhood has an investment. Clean, well-kept school grounds, sanitary outbuildings, substantial swings, and other devices for physical exercises, and attractive school walls, with appropriate pictures, will bring its message to the public and in return there will come to the teachers appreciation and co-operation. Can a teacher do his or her best work without these elements? No. Then we make as our *third recommendation* that the teachers at once inaugurate a plan to secure these ends. If your school building is inadequate your activity and success along these lines will force its determination on the County School Board to give you a better building, because back of your efforts is an aroused community interest which no County Board can afford to ignore. The County School Board, also, "helps them who help themselves."

Public School Music.

Good music must ever be a source of inspiration in the school-room. No one will deny the value of music. It is a part of every State school course of study, and yet in Maryland we are quite forgetting that it has educational value or that it has a place in our daily schedule of school-room work. The State and County Superintendents are largely responsible for the unsatisfactory status of musical instruction in our schools, and they should be the first to aid it in gaining its rightful place. Albert E. Winship shows how vital music is to character when he says:

"What the public schools want of singing as a branch of instruction, is the grandest possible teaching of the art, intellectually and fervently, as a means of providing the most manhood and womanhood. Singing is to be taught the whole child. His entire being, mentally, physi-

cally, industrially, morally, is to be vibrant with health, elasticity, energy and cherfulness.

"A man's success in industrial, commercial or professional life depends largely upon his courage, peace of mind, freshness, hopefulness and elasticity. Singing is helpful in all these directions. To make a good man is more important than to make a great man; to make a joyful man is more important than to make a brilliant man."

Then there is a woeful ignorance on the part of our rural teachers, at least a majority of them, of what music is. Some teachers do not have even a song at the opening exercises. There is no excuse, perhaps, for any of our Normal School graduates not to teach music and to encourage a love for it, but until our system of supervision expects it no great forward step will be made. But we appeal to the teacher to give some definite instruction in music this year. Have all your pupils commit those soul-stirring songs, such as America, Maryland, My Maryland, and The Star Spangled Banner, and be able to *sing* them. This is our fourth and *last recommendation*, that you make "music" a part of your instruction; and if you do not know how to teach it you should prepare to do so, inasmuch as *it* is a part of your required work.

School Laws and By-Laws of Especial Interest to Teachers.

NOTE: Only the substance of the law is given in this summary, and it is the privilege of every teacher to procure the pamphlet containing the school laws and by-laws in full.

1. After June 1, 1915, it is unlawful for any person to be employed as a public school teacher (who had not been previously regularly employed) without having had special pedagogic training of at least five weeks in an approved summer school or its equivalent.

2. County School Boards may in their discretion provide for medical inspection of school children, but it is a mandatory requirement "that no person suffering from any communicable disease shall be employed as *teacher* or *janitor* in any public school in Maryland. At the opening of each annual term teachers must furnish a health certificate from a registered physician, addressed to the Superintendent of Schools, certifying that they are not suffering from tuberculosis or other communicable disease."

3. Reports must be made out at least quarterly on blanks furnished by the County School Board, and such reports must be filled out fully and accurately. At least two trustees must sign the quarterly report and the teacher shall deliver same to the County Superintendent at least three days before the stated quarterly meeting of the Board. No teacher shall receive payment for services until the registers are properly filled up and reports made and delivered as required by law.

4. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the trustees.

5. Regularly employed teachers, on satisfactory proof submitted to the School Board, may be allowed as many as twenty days for the school year for actual sickness and the County School Board shall pay to the teacher for the number of days thus lost not less than one half of the salary received by him or her when in actual service.

6. All contracts with teachers shall be in writing and must be signed by at least a majority of the trustees and by the teacher. Such contracts must be sent to the County School Board for confirmation, and they are not valid until thus confirmed.

7. If a teacher wishes to vacate her school, thirty days notice in writing must be given the trustees and a duplicate sent the County School Board. Unless such notice is given the teacher forfeits the salary for the current term.

8. No person shall be employed as a teacher unless such person shall hold a certificate of qualification (a) issued by the superintendent of the County in which he or she proposes to teach; (b) a diploma of a State Normal School of Maryland; (c) a diploma of a standard normal school of another State, which has been endorsed by the State Superintendent of Public Education; (d) a diploma of a reputable college or university maintaining a department of pedagogy or education, which has been approved by the State Superintendent of Public Education of Maryland; (e) in the case of high school teachers, the diploma of a standard college, the work of which included instruction in pedagogy satisfactory to the State Superintendent of Public Education; or (f) a certificate from the State Board of Education as herein provided, and after June 1, 1915, no person who has not been previously regularly employed as a teacher shall be appointed a teacher without having had special pedagogic training of at least five weeks in an approved summer school, or its equivalent.

9. Any white teacher regularly employed as a teacher in the public schools of Maryland, holding a diploma of a standard normal school or a diploma of the department of pedagogy or education of a standard college or university which has the approval of the State Superintendent of Education, or who shall have gained sufficient credits from summer school or special training courses as may satisfy the State Department of Education that said credits are equivalent to graduation from a normal school, and that the instruction of such teacher is equal in value and efficiency to that of a graduate of a normal school and so certified by the State Department of Education to the Board of County School Commissioners of the County where such person is employed as teacher shall receive as a salary not less than four hundred dollars ($400) per annum; and after having taught for a period of three years in any of the public schools of the State of Maryland shall receive as salary not less than four hundred and fifty dollars ($450) per annum; if such teacher has taught as above for a period of five years, he or she shall receive as salary not less than five hundred dollars ($500) per annum; if such teacher has taught as above for a period of eight years, he or she shall receive as salary not less than five hundred and fifty dollars ($550) per annum, provided this section shall apply only to teachers whose diplomas or certificates are rated as first class by the County Superintendent of the County in which the teacher is employed. The County Commissioners of each County shall levy sufficient funds to meet the increase of salaries provided for in this Section.

10. It shall be the duty of teachers to have the school rooms swept, dusted and ventilated every day, and warmed when necessary, fifteen minutes before the hour of opening school, and to see that the house is kept comfortable and clean at all times.

TEACHERS' LIFE CERTIFICATES.

At a meeting of the State Board of Education, held March 17, 1909, the following by-laws governing the granting of life certificates was adopted:

"Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents, who, with the State Superintendent, shall prepare an examination, unless waived by the State Board of Education, the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; provided, that the certificate thus issued shall be accepted as first-class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent."

In case an examination is required, it will be held at the State Department of Education, Annapolis, under the direction of the State Superintendent of Public Education, beginning on the last Thursday of August, and continuing three days; which examination shall embrace the subjects of the Normal Course of the Normal School curriculum.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

There are two classes of Life Certificates—first and second grade. Teachers who hold first-class, second grade certificates, and who meet all the requirements of the law, may apply for a second grade Life Certificate.

MARYLAND STATE TEACHERS' ASSOCIATION.

The 48th Annual Meeting was held in Ocean City, June 29, 30—July 1, 2, 1915. The meeting place was the new State Education Building, which was dedicated and formally accepted on Wednesday evening of the Association's meeting. The proceedings of the meeting will be printed and copies sent to all who are enrolled as members. This report will be one of the most valuable in the history of the Association and should be read by every teacher in the State. If you are not an enrolled member you should at once send fifty cents to Secretary H. W. Caldwell, Chesapeake City, Md., and procure a copy of the proceedings. It is a good investment even though you failed to get to the Ocean City meeting. It is an indispensable aid in keeping up with what is going on in educational circles in Maryland.

REPORT OF COMMITTEE ON RESOLUTIONS.

The Committee on Resolutions of the Maryland State Teachers' Association beg leave to make the following report:

1. The association should view with satisfaction an awakened public interest in the public school, as shown by the extraordinary attendance in the several counties on public school exhibit days, conducted for the past year by state and county officials. We believe such occasions have called the public's attention to the most primary need of the state, and will pave the way for a more hearty support of America's greatest scoial organization—the public school.

2. We desire to place this association on record as favoring better school houses and more wholesome school surroundings. The total valuation on the school property in the counties of Maryland is less than $5,000,000. Since 1910, the state has spent $14,000,000 on a state road system. We believe the sense of proportion of our people is out of balance, if such is an expression in favor of any public expenditure greater than that given to support a state plan of education. Our school buildings should be built from such approved plans as will insure abundant light and good ventilation, and to this end we recommend that the approval of such plans should be lodged with some State Committee or Board.

3. We would not forget that education is primarily the duty of the home, and the system of teaching cannot be effective unless there is co-operation between school and home. We can render no better service than to make the school more and more the center of the social

and intellectual life of the community, and to such an end it is our belief that every school community will evince greater interest in the school, if directly taxed to aid in the erection of the building.

4. We approve most heartily state wide school athletics, as conducted by Dr. Burdick of the Public Athletic League. We thank Dr. Burdick and his assistants for their services in making school athletics popular with our people as well as pupils, not alone for its own merit but also as encouraging better attendance of pupils, more especially in the high school grades.

5. We welcome the quiet but effectual investigation of our school system, through the Maryland School Survey Commission. Enough has transpired already to show that a painstaking and rational inquiry into our schools will arouse our activities in favor of better conditions.

6. We believe the public school should be recognized as distinctively an agency for peace and victories of peace, and to that end we would discourage such military tactics or drills which have for their object training for military service in our public schools.

7. We record our appreciation of the steps now in progress to have Federal aid extended for the encouragement of vocational education. We commend to our school officials the present plan of the United States and the State Departments of Agriculture to vitalize school instruction by suggesting and providing means for applying the abstract knowledge gained from text books. We bespeak for Miss Pritchett, who represents in Maryland this new phase of the work, our co-operation.

8. We commend to our county school officials the need of a wider and more intensive study of the history and development of Maryland. Teachers' examinations reveal a woeful lack of knowledge of our own splendid history.

9. We take pleasure in calling attention again to the increased facilities for teachers training, and bespeak an early day when no one can be employed to teach who has not been professionally trained.

10. We extend our thanks to Dr. Buchner, our able President, Mr. Caldwell, our Secretary, and to the Executive Committee for their successful efforts in presenting the most interesting program, which has been carried out this week to the delight and instruction of all present. We request that the thanks of the association be expressed by our Secretary to the management of the Atlantic Hotel for the use of furniture and the services of the orchestra; to the vestry of the Episcopal Church for the use of the reading desk; and to Messrs. J. G. Harrison & Sons for the floral decorations.

(Signed) J. E. Edwards,
N. Price Turner,
Bertha R. Brown,
Committee.

REPORT OF COMMITTEE ON EDUCATIONAL PROGRESS.

Mr. President and Members, your committee on Educational Progress begs leave to submit the following report on educational achievement, investigation and experimentation noted recently in both the country as a whole and in our own state.

The educational literature of the year reveals an advance and broadening of great national educational movements as well as a launching of others which are entirely new.

The principle that the administration of public education is the work of a trained expert is beginning to be fully realized,—that a community should not be permitted to have the kind of school that it wants but rather the kind of school which it needs based on the judgment of the trained expert after the proper study.

This point is evidenced by the fact that the city of New York is paying an expert a fee of $10,000 for making a study of overcrowding in the New York school buildings.

The surveys, studies and investigations which have been recently made and are still in progress are in recognition of this principle.

More definite standards of training and experience are being set for those who fill school positions, from the highest paid superintendent down to the teacher with one grade.

It is gratifying to note the development of clear definitions in the minds of school teachers and officials of such common terms as the elementary school, the high school, the college, and the university. These terms are now being generally accepted to apply to separate and distinct steps in the whole process of education.

The importance of State Departments of Education is being more recognized by an increase in their general authority and an extension of their activities.

There is a growing demand throughout the country in states where the district or township has been the unit of administration and supervision for a larger school unit.

No less than half of the states which held sessions of their legislatures during the last year attempted legislation to this end. Many of them copied essentially the county system which had its beginning in Maryland as early as 1865.

The construction of good school buildings in our larger towns and cities is not a new thing, but the neglect of the school plant in the rural community of declining population has been a source of great shame to our American civilization.

We now see many evidences of efforts to improve this condition. A recent report of a joint committee of the National Education Association and the American Medical Association reveals a thorough study

of the question, makes sound and sensible recommendations and fixes definite standards not hitherto stated.

Our American education is more fully recognizing the individual differences of school children. This is evidenced by the establishment of special classes for the different types of exceptional children; by the widening of the school curriculum thus increasing the provision for a choice of courses, by the establishment of prevocational courses, departments of vocational guidance, and by the growth of the junior high school.

Industrial education is not only moving forward but the breaking down of the apprenticeship system, the increasing specialization of industry under the factory system and a decline of the function of the home has caused it to broaden as it moves forward.

This broadening manifests itself in the increasing number of trade schools which prepare for industrial efficiency in early life and little else; the pre-vocational school which offers its many courses and which is really a place for "trying out"; the various types of vocational schools of secondary grades preparing for a direct entry into the several vocations; the co-operative school in which the time is divided between the school and the shop; and the continuation schools which provide additional instruction during outside hours after the child has entered a productive occupation.

Your committee notes an increase in the number as well as an increase in the use of definite scientific methods of testing the efficiency of school instruction in terms of actual achievement on the part of the pupil.

In arithmetic we have the Courtis test on fundamentals and the Stone reasoning tests; in spelling we have the Ayres test; in writing the Thorndike and the Ayres scales; in composition the Hillegas and the Harvard—Newton scales; and in reading the Thorndike tests.

These are for the most part, simple and practical and can be used to much satisfaction as well as benefit by any county superintendent.

We find evidences of a wider use of the school plant and an effort to make it move the community center in the passage of a law in New York State requiring the school library to be opened to the people of the community in towns where there are no public libraries; in the removal of town libraries into public school buildings as has been done in several Maryland towns; in the production of 100,000 feet of picture films and 15,000 lantern slides by the University of Wisconsin and their distribution among the schools of 230 towns of the state for use in connection with weekly public lectures given in the school buildings; and the offering by the school board of a New Jersey town of a series of lectures for women on housekeeping and marketing.

Modern discoveries and inventions have completely changed the

manner in which our American people live as well as the duties of the individual in our modern society.

Society is consequently making new demands on our public school system from day to day. In order to meet these demands our school people are forced to make numerous experiments.

Under this head we may mention the effort of the city of St. Louis to eliminate useless subjects from the elementary school curriculum and reduce the course to seven years.

Portland, Oregon is trying out a plan by which the teacher passes from grade to grade with her children as they are promoted.

Harrisburg, Pennsylvania has appointed a female advisor for high school girls outside of school hours. Among her duties are consultations with the girls, their parents and employers of girls.

Chicago has increased the work of the high school course to 17 units.

Philadelphia has revised her high school curriculum and relegated several subjects including algebra, hitherto considered indispensable, to unimportant places.

Summer schools for children who failed of promotion have been conducted with success in Boston and Baltimore.

Kindergartens for colored children are being established in the South with the hope of improving social conditions.

Oakland, California and Kansas City, Missouri have established bureaus of testing.

The United States Government is attempting to educate adult illiterates in the South.

The Association of Medical and other professional schools of the country have adopted definite standards equal to graduation from a four year high school for admission.

If the purpose of all of these scattered efforts can be expressed in a single thought, we believe that it is the desire to permit the greatest possible development of the individual and at the same time further the ends of the larger society.

So far as our state is concerned, you are for the most part familiar with the progress of the last year.

Your committee will consequently mention without going into detail a few things which we feel have made for general advancement.

There was an increase during the last year of more than $600,000 in expenditures for public schools, and an increase of 5 1/10 cents in local school levy for this purpose.

There was an increase in total enrollment of 6,747 pupils and in percentage of attendance of 1/10 of 1%.

The work of the State Survey Commission has progressed with satisfaction and the field work has been completed.

Public school exhibit days have been held in most of the counties.

They have been largely attended and we believe have promoted universal interest in public education.

Boys' Corn Clubs and Girls' Canning Clubs have been organized in a number of counties.

Under the direction of the Public Athletic League there has been a very wholesome development of school athletics.

There has been an extension of our permissive compulsory school attendance law to several additional counties.

A few counties have taken up the medical inspection of school children under the provision of a recent act of the legislature.

The importance of properly trained teachers as a factor in an efficient school system finds recent recognition in a further increase in the minimum salaries of Normal School graduates or the equivalent in training; the great increase in the number of teachers who attend summer school; a provision in our law for the establishment of teacher training courses in high schools; fixing completion of two years high school work as the requirement for admission to the Normal Schools; in an increase in the maintenance appropriation of all the Normal Schools; in the erection of the finest and most modern, though not the most extensive, Normal School plant in the whole country; and finally the erection by the State of this State School Building and its dedication to the sacred trust of the Maryland school people.

(Signed) B. K. Purdum, Chairman.
Lera White.
J. Herbert Owens.
Committee.

MEMBERSHIP MARYLAND STATE TEACHERS ASSOCIATION.

The records for 1915 shows an enrollment of 720, the membership being distributed as follows:

Allegany County	55	Kent County	8
Anne Arundel County	14	Maryland State Normal	17
Baltimore City	31	Montgomery County	10
Baltimore County	28	Queen Anne's County	11
Calvert County	3	Prince George's County	11
Caroline County	17	Somerset County	8
Carroll County	28	State Board of Education	10
Cecil County	32	St. Mary's County	1
Charles County	5	Talbot County	94
Dorchester County	25	Washington County	8
Frederick County	22	Wicomico County	151
Frostburg State Normal Sch'l	13	Worcester County	20
Garrett County	0	General List	9
Harford County	21		
Howard County	68	Total	720

OFFICERS OF THE ASSOCIATION. FOR 1916.

Wm. J. Holloway, President ---------- Salisbury.
E. F. Buchner, 1st Vice-Pres. ---------- Baltimore.
John E. Edwards, 2nd Vice-Pres. ---------- Cumberland.
Dr. R. Berryman, Treasurer ---------- Baltimore.
Hugh W. Caldwell, Secretary ---------- Chesapeake City.

EXECUTIVE COMMITTEE. FOR 1916.

Wm. J. Holloway ---------- Salisbury.
E. F. Buchner ---------- Baltimore City.
H. H. Murphy ---------- Baltimore City.
G. Lloyd Palmer ---------- Frederick.
Andrew H. Krug ---------- Baltimore City.

OFFICERS, GRAMMAR SECTION. FOR 1916.

Miss Anne M. Hyde, Chairman ---------- Frostburg.
Miss M. Rose Patterson, Secretary ---------- Roland Park.

SECONDARY EDUCATION. FOR 1916.

Mr. Joseph Blair, Chairman ---------- Sparrows Point.
Mr. N. Price Turner, Secretary ---------- Salisbury.

ELEMENTARY EDUCATION. FOR 1916.

Miss Anna Grace, Chairman ---------- Baltimore County.
Miss Mary Weagley, Secretary ---------- Westminster.

RURAL EDUCATION & AGRICULTURE. FOR 1916.

Mr. W. R. C. Connick, President ---------- Baden.
Mr. Earl C. Baily, Vice President ---------- Street.
Mr. S. S. Stabler, Sec. & Treas. ---------- Frederick.

LEGISLATIVE COMMITTEE. FOR 1916.

State Supt. M. Bates Stephens ---------- Annapolis.
Supt. E. W. McMaster ---------- Pocomoke City.
Mr. Oscar B. Coblentz ---------- Frederick.
Mr. Charles G. Myers ---------- Rockville.
Miss Mary G. Logue ---------- Baltimore City.

COMMITTEE ON RESOLUTIONS. FOR 1916.

Supt. Charles T. Wright ---------- Belair.
Supt. Albert S. Cook ---------- Towson.
Miss Ida F. Lockard ---------- Westminster.

COMMITTEE ON EDUCATIONAL PROGRESS. FOR 1916.

Asst. State Supt. B. K. Purdum ----------Annapolis.
Supt. A. R. Spaid ----------Cambridge.
Miss Margaret Pfeiffer ----------Ellicott City.

AUDITING COMMITTEE. FOR 1915.

Mr. Edwin W. Broome ----------Rockville.
Mr. Thomas C. Bruff ----------Towson.
Mr. James H. Nichols ----------Denton.

READING CIRCLE FOR THREE YEARS.

Mr. H. H. Murphy ----------Baltimore.
Supt. William J. Holloway ----------Salisbury.
Supt. Nicholas Orem ----------Easton.

STATE TEACHERS' READING CIRCLE.

ORGANIZATION.

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed the following Board of Managers:

Dr. M. Bates Stephens, State Superintendent of Public Education, Annapolis.
Miss Sarah E. Richmond, State Normal School, Baltimore.
Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis.
Mr. H. H. Murphy, Principal High School, Reisterstown.
Miss M. M. Robinson, Western Maryland College, Westminster.
Mr. W. J. Holloway, Superintendent of Schools, Salisbury.
Mr. Nicholas Orem, County Superintendent of Schools, Easton.
Mr. John E. Edwards, County Superintendent of Schools, Cumberland.
Miss M. W. Tarr, State Normal School, Baltimore.

This board is to manage and direct the State Teachers' Reading Circle and to carry out the provisions of the above Act. The Board of Managers is organized with Dr. M. Bates Stephens, *ex-officio*, chairman, and Miss M. W. Tarr, secretary.

CERTIFICATES AND TESTIMONIALS.

Certificates, countersigned by the chairman and secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the secretary.

Testimonials, countersigned by the secretary of the State Board of Education and the secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are

recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the professional subjects and they will be accepted.

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the secretary of the Board of Managers named above, and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all sylabi and information relating to the courses, that may from time to time be sent out by the secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the county secretary or from Miss Tarr.

COURSES OF STUDY.

There are four courses of study outlined for the year 1914-1915—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1914-15 must take the major course, Pedagogy, and in addition, one of the minor courses—Literature, History or Science—prescribed for 1914-15.

REQUIRED READING FOR 1915-1916.

PEDAGOGY:—Parker's "Methods of Teaching in High Schools," published by Ginn & Co., N. Y. Price, single copies, $1.20 postpaid; in lots of 10 or more to one address, $1.08 per copy, transportation paid. Or,—

Earhart's "Types of Teaching," published by Houghton, Mifflin Company, N. Y. In quantity to one address, $1.00 per copy, express unpaid; single copies postpaid for $1.08.

SCIENCE:—Cromwell's "Agriculture and Life," published by the J. B. Lippincott Co., Philadelphia. Ten or more copies 90c per copy, express prepaid; single copies $1.00, postpaid.

HISTORY:—Wayland's "How to Teach American History," published by Macmillan Co., N. Y. Single copies, postpaid, 99c; in lots of 10 or more, carriage paid, 88c.

ENGLISH:—Turner's "Teaching to Read," published by the American Book Co., N. Y. Single copies $1.00 postpaid; 10 or more copies, 90c each, charges paid.

PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore, or from the publishers.

Wherever possible members are advised to purchase their books through the superintendent of their county, as books so purchased can frequently be obtained at lower prices than those quoted above.

THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

1901-1902.

Hinsdale's "Art of Study."
Barrett Wendell's "English Composition."
Shakespeare's "Julius Caesar" and "As You Like It."
Scott's "Nature Study and the Child."

1902-1903.

White's "The Art of Teaching."
Matthew's "Introduction of American Literature."
Lowell's "Vision of Sir Launfal" and "Commemorative Ode."
Hodge's "Nature Study and Life."

1903-1904.

Shaw's "School Hygiene."
Bliss Perry's "A Study of Prose Fiction."
Scott's "Ivanhoe."
Andrew's "Botany All the Year Round."

1904-1905.

McMurry's "The Method of the Recitation."
Bliss Perry's "The Study of Prose Fiction."
George Eliot's "Silas Marner."
Andrew's "Botany All the Year Round."

1905-1906.

James' "Talks to Teachers."
Thackeray's "Henry Esmond" and "Vanity Fair."
Fiske's "Critical Period in American History."
Ball's "Starland."

1906-1907.

Seeley's "History of Education."
Chubb's "The Study and Teaching of English."
Hart's "Source Book of American History."
Hielprin's "The Earth and Its Story."

1907-1908.

O'Shea's "Dynamic Factors in Education."
Chubb's "The Study and Teaching of English."
Bryant's "How to Tell Stories."
Sparks' "The Men Who Made the Nation."
Hodge's "Nature Study and Life."

1908-1909.

Bagley's "Classroom Management: Its Principles and Technique."
Colby's "Literature and Life in School."
Browne's "Maryland. The History of the Palatinate."
Wright's "The Citizen Bird."

1909-1910.

Bagley's "The Educative Process."
Heydrick's "How to Study Literature."
Shakespeare's (a) "Merchant of Venice," (b) "Hamlet."
McMurry's "Special Method in History."
Johnston's "The Problem of Adapting History to Children in the Elementary Schools."
Allen's "Civics and Health."

1910-1911.

McMurray's "How to Study and Teaching How to Study."
Coman's "Industrial History."
Fisher and Cotton's "Agriculture for Common Schools."
Seward's "Narrative and Lyric Poems for Students."
Heydrick's "How to Study Literature."

1911-1912.

(a) Briggs and Coffman's "Reading in the Public Schools," (b) Kirkpatrick's "Fundamentals of Child Study."
(a) Bruce's "Daniel Boone and the Wilderness Road," (b) Coman's "Industrial History."
Arlo Bates' "Talks on Writing English," Second Series.
Sutherland's "Teaching of Geography."

1912-1913.

Strayer's "A Brief Course in the Teaching Process."
Johnston's "High School Education."
Lecky's "The American Revolution."
Esenwein's "Writing the Short Story," and Cody's "The World's Greatest Short Stories."
McKeever's "Farm Boys and Girls."

1913-1914.

Gilbert's "What Children Study and Why."
Andrew's "The Colonial Period," and Jacobs' "Story of Geographical Discovery."
Gwynn's "Masters of Literature."
Gillette's "Constructive Rural Sociology."

1914-1915.

Carney's "Country Life and the Country School."
Holmes' "Principles of Character Making."
MacDonald's "From Jefferson to Lincoln."
Carpenter, Baker and Scott's "The Teaching of English."
Terman's "The Hygiene of the School Child."

CERTIFICATE REQUIREMENTS FOR THE COURSE OF 1914-1915.

CAUTION—Read the directions before writing, and follow them carefully and fully.

SUGGESTIONS.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin at least an inch on the left, for the notes and criticisms of the reviewer.

5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. Do not roll or fold your manuscript. Mail it flat.
8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the faults.
9. All themes should be handed in not later than September 1st, 1915. The Secretary will return rejected themes to the writer by November 1st, to be re-written if the writer so desires. All themes will be returned to the writer by December 1st, 1915.

PEDAGOGY—Choose (a) or (b):

(a) "Country Life and the Country School," by Mabel Carney. Published by Row, Peterson & Co., New York. Price, $1.00 to teachers or 90 cents in lots of ten or more copies, transportation charges prepaid.

In the appendix to the book—pages 329 to 336 inclusive—you will find the subject matter of Country Life and the Country School outlined under four parts.

Requirements: Write one theme between 2500 and 3000 words in all, on the content as outlined under

Part I—

1. Improving the physical environment of the school;
2. Socializing the country school and making it a community center;
3. Vitalizing and enriching the course of study;
4. Better organization and management (omitting d);
5. Consolidation, (omitting c);
6. The local leadership of the country teacher.

and

Part III—Agencies for the solution of the farm problem;

1. Socializing institutions; using A; B; D, a; E, a.

or

(b) "Principles of Character Making," by Arthur Holmes. Published by Lippincott Co., Philadelphia. Single copies, $1.00, postpaid.

Requirements: Write a theme—length about 3000 words—using the thought as contained in the chapters and topics named below:

Chapter III. Discuss (a) heredity and environment in forming character; (b) the ability of the teacher to develop hereditary potentialities in every child.

Chapter V. The wisdom in exercising judicious and timely tact.

Chapter VI. Habits, their establishment, physical basis, formation, different stages of habit making, habit breaking.

Chapter VII. Play: The different theories regarding play, its quickening power, its value: See also chapter XII.

Chapter IX. The Will: (a) Discuss—using illustrations—"What a man thinks, that he will do." (b) Show that a knowledge of the laws regulating ideas is important to teachers.

Chapter X. Show the different phases of the period of adolescence, and the value of a knowledge of these phases to the trainer of youth.

Chapter XI. Contrast true morality with conduct.

Chapter XII. Discuss: Moral training as contained in this chapter.

SCIENCE—"Hygiene of the School Child," by Terman. Published by Houghton, Mifflin Co., New York. Single copy postpaid $1.32.

Write a paper of from 1500 to 2500 words, discussing the following topics:

I. Conservation of child life.
   (a) As a factor in determining the future of the race.
   (b) As an economic problem.
II. The relation between the physical and mental condition of the child and its bearing upon what we should attempt to teach in school.
III. Malnutrition in school children.
   (a) Prevalence.
   (b) Causes.
   (c) Detection.
   (d) Responsibility of school authorities.
IV. Five common physical defects of school children, method of detecting each, and their bearing on the progress of the child in school work.
   (a) Defective teeth.
   (b) Defective vision.
   (c) Diseased tonsils.
   (d) Adenoids.
   (e) Defective hearing.
V. Medical inspection of school children.
   (a) Opportunities of the teachers in supplementing the work of the school physician or nurse.

(b) What can be accomplished by the teacher in the absence of medical inspection.

VI. Possibilities of the school as a factor in the national fight against tuberculosis.

ENGLISH—"The Teaching of English," by Carpenter, Baker, and Scott. New Edition. Published by Longmans, Green & Co., N. Y. Single copy, $1.12, postage additional; in lots of ten or more, $1.10, carriage prepaid.

Write on one or more of the subjects given, the paper or papers to total not less than 2500 words:

1. Teaching the mother tongue—
   a. Importance of such instruction.
   b. What the mastery of one's language involves.
   c. Difficulties to be overcome.
2. Literature in the elementary school—
   a. Value of it.
   b. Kinds best adapted to elementary pupils.
   c. Best way to teach it to such pupils.
3. The Need of formal grammar and when and how it should be taught.
4. Rhetoric and composition in the secondary school.
   a. Amount of formal rhetoric necessary, its place in the course, and the method of teaching it.
   b. Amount of composition to be done, kind of composition and the correcting of themes.
5. How to secure the best results from the teaching of literature in the secondary school.
6. The teaching of English throughout the elementary and the secondary school according to a graded and unified course and by thoroughly trained teachers well adapted to the work.

HISTORY—"From Jefferson to Lincoln," by William MacDonald. Published by Henry Holt & Co., New York. One to ten copies, 45 cents, prepaid; ten or more copies, 42 cents, prepaid.

Write an essay upon the subject, "Steps toward Disunion." The essay is not to contain less than 1000 words or more than 1500 words. Discuss the weakness and strength of such acts as the Missouri Compromise, Compromise of 1850, Dred Scott Decision, and Kansas-Nebraska Act.

Give enough thought to the reading of the text to enable you to express the matter of the essay in an original verbal form, and do not depend upon many verbatim quotations from the book.

Address: MISS M. W. TARR, *Secretary*,
Maryland State Normal School, Towson.

EXTRACTS FROM SECRETARY'S FOURTEENTH ANNUAL REPORT.

The following extracts from the secretary's fourteenth annual report of the Maryland State Teacher's Association will be of general interest.

The records for the year 1914-15 show an enrollment of 1048, distributed as follows:

Alleghany	128	Howard County	47
Anne Arundel	0	Kent County	76
Baltimore County	36	Montgomery County	0
Calvert County	7	Prince George's County	42
Caroline County	164	Queen Anne's County	0
Carroll County	114	St. Mary's County	0
Charles County	1	Talbot County	35
Dorchester County	118	Somerset County	6
Frederick County	33	Washington County	54
Garrett County	0	Wicomico County	152
Harford County	0	Worcester County	35

Total 1048

CERTIFICATES AWARDED.

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

Course of 1913-14.

Baltimore County: Grace Bacon

Caroline County:

A. C. Brower
Ethel P. Cade
Elsie M. Cleary
Mary Cooper
Mary E. Davis
M. Edith Dill
Lillie E. Doty
Elizabeth S. Dukes
Myrtle M. Dukes
Addie C. Gale
Mary Moore Garey
S. Grace Greenlee
Mable Knotts
Lora A. Lynch
Alice E. Mason
Stella M. Matthews
Laura Melvin
G. O. Mudge
Dora Noble
Cora M. Pippin
Caroline P. Redden
M. Elise Roe
Rebecca Satterfield
M. Ella Shockley
Bertha S. Shull
Ursula Slaughter
May Thompson
Addie L. Wilson
Eva Wright

Queen Anne's County:

Mary J. Vansant

Wicomico County:

Minnie E. Anderson
Addie E. Bennett
Mary J. Bennett
Myra A. Bennett
Ella Lee Betts
Lulu B. Bounds
Allen Carlson
Mattie F. Culver
Marian S. Davis
Lettie G. Gossett
Arthur L. Greenwood
May Hamblin
Mamie Hastings
E. Vaughan Jacobs
Gertrude Killiam
Mary E. Mann
Ida Morris
Blanche Owens
Edna Owens
Mattie E. Parker
Mollie L. Parker
Beulah Elizabeth Perdue
Stella M. Richardson
Amy Grace Robertson
Anna M. Sheppard
Belle Jackson Smith
Nancy H. Smith
Morris L. Stier
Mabel Eugenia Waller
Evelyn Walter
Susie A. Willing
Lula E. Wright

Worcester County:

John S. Hill

TESTIMONIALS AWARDED.

The following persons having completed a three years' course of reading, and having met the requirements of the Board of Managers, have been awarded testimonial diplomas:

A. C. Brower ----------Caroline County
Lillie E. Doty ----------Caroline County
Mary Moore Garey ----------Caroline County
S. Grace Greenlee ----------Caroline County
G. O. Mudge ----------Caroline County
M. Elise Roe ----------Caroline County
Rebecca Satterfield ----------Caroline County
Ursula Slaughter ----------Caroline County
Miriam J. Vansant ----------Queen Anne's County
Mattie F. Culver ----------Wicomico County
Mamie Hastings ----------Wicomico County
Ida Morris ----------Wicomico County
Mattie E. Parker ----------Wicomico County
Belle Jackson Smith ----------Wicomico County
Morris L. Stier ----------Wicomico County
Lillie Wiener ----------Frederick County

During the year the Reading Circle has been under the management of the following officers:

Dr. M. Bates Stephens, *ex-officio*, Chairman, Annapolis, Md.
Miss S. E. Richmond, State Normal School, Baltimore, Md.
Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis, Md.
Miss M. M. Robinson, Western Maryland College, Westminster, Md.
Mr. Edward M. Noble, County Superintendent of Schools, Denton, Md.
Mr. Nicholas Orem, County Superintendent of Schools, Easton, Md.
Mr. John E. Edwards, County Superintendent of Schools, Cumberland, Md.
Mr. H. H. Murphy, State Normal School, Baltimore, Md.
Miss M. W. Tarr, Secretary, State Normal School, Baltimore, Md.

At a meeting of the Board of Managers held May 22, Mr. E. M. Noble resigned as a member of the Board. Mr. Wm. J. Holloway, Superintendent of Schools of Wicomico, was elected to fill the unexpired term of Mr. Noble.

As the terms of three members expire at this time—Mr. Orem, Mr. Murphy, and Mr. Holloway—it is necessary for the Association to appoint their successors.

At a meeting of the Board of Managers held July 1, 1915, the Auditing Committee reported that it had examined the accounts of the Treasurer for the period beginning June 26, 1914 and ending June 30, 1915, and found the same correct. The receipts, disbursements, and balances are as follows:

RECEIPTS:

June 26, 1914, Balance on hand	$ 895.64
June 26, 1914 to June 30, 1915	295.43
	$1191.07

DISBURSEMENTS:

June 26, 1914 to June 30, 1915	$ 235.52
June 30, 1915, Balance on hand	955.55
	$1191.07

NICHOLAS OREM,
B. K. PURDUM,
Auditing Committee.

Respectfully submitted,
M. W. TARR, Secretary.

PRACTICAL THINGS IN EDUCATION.

This is distinctively a day of adjustment in education. We are not so much concerned about what knowledge we acquire as we are of the influence of the things we learn on our conduct in life. We are tired of looking at "mis-fits"—young men and women who passed an examination in Latin, Philosophy and Algebra, but who are unable to adapt themselves to the positions which are available. The high school graduate often fails as a clerk in a store or an office because he does not know how to meet people and show efficiency. The young girl whose mother will insist on the music lessons until she can snatch a few popular airs from the piano and cares very little what she is doing in school will disdain public education if the daughter is unsuccessful in her sphere. Our teaching must not major in the subjects which will not touch the daily life of the individual and wink at others which are to be daily companions. Why can we not get down to a common-sense basis in teaching and educate for living and not away from it? We know that more than eighty per cent. of our girls become home-makers and the same percentage of our general population become identified in one way or another with the productive industries of the world, but our scheme of education, generally speaking, holds no very close relation to this great section of human activities. *The social unrest* problem is awaiting its solution, at least in part, to our response to the world's appeal for an education which will touch the heart, and the hand, as well as the head, and bring about an adjustment of the personality for service. We commend for your consideration the following article, which is taken from *Education*:

HOUSE-KEEPING AS A PUBLIC SCHOOL STUDY.

MABEL L. KEECH, PHILADELPHIA, PA.

The teaching of house-keeping in public schools is a much discussed subject in our country, and its importance is being more and more realized, with the prospect that it will soon become a part of the school-girl's program. Domestic Science often includes very little outside of cooking, and the necessity of a preparatory course is being keenly felt.

An argument to discourage this forward step is occasionally given to this effect, that the home itself should be sufficient for such teaching, and that to introduce it into the school would cause indifference

to parental duty. It is true that mothers should work with their little daughters in the home and encourage them to do the pleasant, small tasks while they are young, thus creating a homelike atmosphere; but many mothers cannot, others will not, and still others are not capable. Among the first class are those whose other home ties, such as caring for aged parents, or earning the living for the family, prevent proper overseeing of the child's work. In the second, are those who have not a large portion of patience, and who would rather do the work themselves than be hindered by a child; also those who leave all their work to servants, thinking themselves and their children above such menial service, or prefering to indulge in a constant whirl of social life. Scarcely less to be pitied are those who have been robbed of comforts because of poverty, and who are ignorant and careless because they have never had a home to care for except a furnished attic or basement room in a tenement house.

It stands to reason that girls who are handicapped by such conditions in the home, should have the instruction in school. Instead of parents feeling relieved of the responsibility and becoming more careless, their interest will be awakened by the enthusiasm of the girl over her school training, and they themselves will be incited to be more painstaking. Those mothers who are ideal in their home life surely will not object to their girls having an extra hour a week of housekeeping in school. Imagine the influence in the home when an eleven-year-old girl arrives, anxious to perform some duty which before has been disagreeable to her, but now has its charms because it has been presented to her in a delightful manner at school: the mother is amazed, and relieved that she can trust her daughter with these particular duties, the older brothers and sisters are proud and pleased, and the father is ready with his words of encouragement.

Did you ever see a girl clap her hands in glee because she is to be allowed to scrub the floor? She will do this in a class-room, and if the teacher grasps her opportunity by expressing her pleasure at the pupil's diligence, and at the results obtained, also by persuading her that the work at home can be as full of joy if done in the right way, the girl will go to her home with the desire to please, and with the spirit of helpfulness.

In the grammar grades a class begins its course in Domestic Science, which is one of the most important studies in the industrial line, because of this direct bearing upon the health of the community. The instructor is constantly hindered because many of the girls have not had their ideas of neatness, system, and care, sufficiently developed. If this class could have at least one year of house-keeping aside from cooking, before entering upon this special course, a better grade of work would be done and more general satisfaction experienced. The care of the kitchen, including neat dish-washing, cleaning cupboards

and keeping them orderly, scrubbing tables, keeping floor swept and stove clean, these lessons carefully learned before those in cooking began, would be invaluable in the Domestic Science class-room. Table-setting and serving are no less important, and every complete Domestic Science course includes these. Even washing, ironing, and bed-making are closely related, as they cultivate a desire for all-round tidiness.

A class in the branches mentioned, conducted in a manner attractive to younger girls, by using toys of a large size for equipment, and songs to intersperse the lessons, would be valuable as a course preparatory to the cooking-school. The fact must also be taken into consideration that some pupils leave school before reaching the grade for Domestic Science, and thus are entirely deprived of this line of training. A class in general house-work can be introduced into intermediate grades, in order that they may learn the fundamental rules of housekeeping.

The economic and health values of such a course must not be overlooked. No way of teaching a child respect for the furnishings of a home, that she may not mar nor waste them, is more impressive than that of having a share in the care of them. And any girl of eight or ten can be made to understand that dirt and filth around the house are not companions of good health. The coming generations of mothers, of the poor, rich, and middle classes, will be more efficient housewives, more cheerful home-makers; yes, even the divorce problem will in a measure be settled, when the principles of housekeeping are instilled in the hearts and minds of all our young girls of today.

The Deadly Toll of Trespass on Railways.

[Extract from Railway Business Association's Bulletin No. 16.]

"SAFETY FIRST—SAVES LIVES."

ACCIDENTS TO RAILROAD TRESPASSERS:

		Killed	*Injured*
United States	1901-10	50,025	53,427
United Kingdom	1901-10	4,434	1,315

In the United States laws against railroad trespassing are generally not enforced.

In the United Kingdom persons other than passengers or employees found on railroad property are fined $10 *for each offence.*

COMMENDABLE EFFORTS TO MITIGATE THE EVIL.

Activity on the part of many railroads to lessen the number of fatal accidents on their lines by more careful policing in the sections where trespass is prevalent is bearing fruit. Energetic efforts to combat the evil have been made in New York State by the New York Central Lines, whose safety agent in 1913 visited justices of the peace and police court magistrates armed with statistics of deaths or injuries of trespassers. The majority, appalled by the slaughter, agreed to punish offenders brought before them. Then the newspapers were urged to give the campaign liberal publicity. Warnings in several languages were posted in conspicuous places along the entire road, manufacturers were urged to point out to their employees the dangers of track-walking, and public-school teachers made safety lessons a part of their regular work. The railroad's police department was then instructed to make arrests systematically, and this has been carried on for several months. During May, June and July, 1914, there were 4,545 arrests and 4,015 convictions of persons walking the tracks or stealing rides. A statement of trespassers killed and injured will indicate the reductions in deaths and injuries as a result of the New York Central campaign:

	Killed	*Injured*
Seven months ending April 30, 1913	136	163
Seven months ending April 30, 1914	98	121

The Public Service Commission of New York State, reporting a decrease of 72% in passengers killed on steam railroads for the year

ended June 30, 1914, compared with the preceding year, remarks: "The only class of railroad fatalities which shows a decrease is that of the trespasser, killed while in places where he had no right to be. Last year 348 were killed, as against 393 the year before, and 358 were injured against 409 the year before."

The Chicago, St. Paul, Minneapolis & Omaha Railway, failing to get the State Legislatures to pass an anti-trespass law, organized a Central Safety Committee to co-operate through local committees with public officials and school superintendents. "We met with a more hearty response from Sioux City, Ia., than any other place," says T. W. Kennedy, Assistant to General Manager of the line. "The Mayor, A. A. Smith, and the Superintendent of Public Safety, John Dineen, signified their willingness to prosecute track-walkers, and swore in our crossing watchmen as special officers to make arrests." M. G. Clark, Superintendent of Schools, distributed a series of illustrated blotters depicting accidents and telling children to keep away from the railroads, the blotters being changed every week. A truant officer was instructed to look out for children walking on tracks, and Safety First lectures were given in all the schools.

The Anti-Track Walking Crusade, promoted by the Public Safety Commission of Chicago and Cook County, is a movement to obtain the enforcement of legislation against trespassing, and is interesting the women's clubs of the nation. Commercial, civic, social and political organizations all over the country are being approached to help reduce the death roll.

STORIES FOR CHILDREN.

The American Museum of Safety in New York City has published pamphlets containing stories of child interest, vividly outlining the danger and folly of railway trespassing, and under the auspices of that institution these anti-trespass lessons are being given in the New York and Brooklyn schools. Recognizing that children are natural organizers, and that they love to "belong" to things, the Museum has issued Safety League buttons to be given to boys and girls who have been initiated into the secrets of safety. Safety Patrols have also been organized, selected from the older and more responsible boys and girls, upon whom devolves the duty of looking after the safety of younger children in the streets and on the way to and from school.

Edward L. Tinker, Safety Supervisor of the El Paso & Southwestern, is the author of a little human-interest pamphlet entitled "Harry Hop-the-Train," which has been given a wide circulation in the interest of children living along the system. The tragic results of Harry's persistence in hopping freight trains, the arrival of the ambulance with the Doctor and his bag filled with knives and saws, the operating room in the hospital, with its glass cases around the walls "full of shining

knives," the steel operating table on which Harry is placed while his mangled leg is removed, and the subsequent release of the little cripple who could never again join his playmates in the old swimming hole, are related with a simplicity of expression well calculated to make a vivid impression on the child mind. This pamphlet has been given a wide circulation in the Children's Safety Crusade.

Work along similar lines adopted universally in our public schools is advocated as part of the education of the children. A suggestion has also been made that the employees of manufacturing and industrial concerns, who make a practice of using railway tracks on their way to and from work, should be taught the dangers of track-walking by bulletins posted in conspicuous places telling of the vast number of killed and injured, supplemented by special talks or lectures.

Louisiana in 1914 passed a bill prohibiting other than passengers and employees from being upon railway equipment, under penalty of $50 or six months in jail.

Maryland, in 1914, passed a law prohibiting trespassing on cars or locomotives, under a penalty of $25 or imprisonment for one month.

In the States having laws against track-walking and train-riding, local and State authorities are being urged to co-operate with the railroads in keeping the tracks clear of persons who do not belong there, and in punishing violators of the law.

In the absence of a preventive law the average citizen is apt to believe that railroad tracks and property are public highways. Minors and children, following the example of their elders, flock upon the tracks, engines, cars and turntables, and are ground to pieces or crippled for life. The railroads, without a strictly enforced law, cannot exclude these potential victims from their property.

Tramps and yeggmen, encouraged by the lack of anti-trespass laws, travel around the country in "side door Pullmans," robbing box cars and burning ties, stations, bridges and timbers, and robbing farmers, country banks, stores and post offices.

In Canada, where stealing rides is a crime punishable by a fine of $50 or two months in jail, there are very few tramps.

As W. P. Williams, Claim Agent of the Rock Island lines at Fort Worth, Texas, says: "The alleged germ-laden drinking cup has been snatched from the hand of the unsuspecting public; the life-line has been thrown out to squirrels and muskrats; safeguards have been cast about the birds in the air and the fish in the sea; oysters, dumb and unable to vote, are watched with infinite care; yet the government is permitting thousands of its citizenship to be killed and mangled annually without making one move to protect them from their own folly."

It would probably cost the States and municipalities less to enforce a law against trespassing than it does to pick up and bury the dead and care for the cripples.

Making School Life Healthful And Attractive.

By The State Superintendent.

THE SCHOOL OFFICIAL.

Our first appeal is to the County School official. He is the custodian and overseer of the school property in his County. He is the legally constituted medium between the public at large and what goes on within the walls of each school-room. He has taken an oath of office to the effect that he will not be derelict in the performance of his official duties. If he is a conscientious official he cannot shirk with impunity the responsibility which the obligations of this oath imposes. Among these duties as laid down in the statute law, he is given the control of all schools in his county, including the imperative direction that he *shall* build, repair and furnish school houses. It does not go into detail as to the kind or style of houses to build or the character of furnishings. But it is a fair assumption that such buildings and furnishings must promote in the best way the comprehensive education of the child, physical, intellectual and spiritual, to the end that the whole child-organism may be developed. It is, therefore, a most sacred duty of the county school official not merely to provide school houses and furnishings, but such school plants as will contribute most effectually to this end. Is there a definite type, in the mind of all our school officials, of a school building with its furniture and apparatus which will play its part, with the best effect, in our plan for an all-round education? It would not seem so from the large percentage of school houses, some perhaps in every county of the State, which are still used to house children during their school life.

It would be an excellent thing if there were in each School Board office a diagram of each school lot and a photograph of the building. Any school official will feel repaid for his trouble if he will visit each school and obtain these himself. Then he is in a position to apply his standards and see whether or not they will meet the proper type.

When we consider the play instinct of the child, which must be reckoned with in the matter of a school plant, the necessity of providing separate play grounds for the boys and girls, the need of well-shaded spots and other grounds for school gardening and shrubbery, certainly

such a lot should contain not less than an acre, and two or three acres would make a more ideal school grounds. Shade trees should not be near enough to interfere with sunshine and fresh air reaching the school-room. The school-room should be several feet longer than it is wide. A typical room, which will supply the requisite cubic space for 36 pupils (about 245 cu. ft. per pupil), should be 32 feet in length, 23 feet wide, with a twelve foot ceiling. The light should enter from *one* side and the best light for reading is from the north side. The window or lighting space should be about one-fifth of the floor area. The windows should not reach too near the floor but extend high toward the ceiling. Walls tinted a light green reflect the best light. There are many children who enter school with defective eyes, but our badly lighted school buildings are responsible for many defects in sight acquired after they become pupils. The difference in the cost of a properly-lighted building and a poorly-lighted one is too small to have any weight with school officials in the building of school houses. As a safeguard against unattractive and unsanitary buildings there should be some law regulating the matter, and the approval of a plan for a school house should be lodged with some competent person or board. It is claimed by medical authorities that forty per cent. of all deaths are occasioned directly or indirectly by bad air. So abundant and necessary as is pure, fresh aid—the world just full of it—it seems little less than criminal that children should be deprived of it in their school-rooms. It is frequently stated, and it may be true, that a majority of the twenty millions of boys and girls in our American schools are to-day breathing vitiated air due to badly ventilated school-rooms. Dr. C. W. G. Rohrer, who addressed the Teachers' Institute of Kent County a few years ago on the ventilation of school-rooms, said:

WHAT IS VENTILATION?

Well might we ask the question, What is ventilation? Briefly stated, we may say that ventilation is the means resorted to for the dilution and prompt removal of impurities of the atmosphere within our dwellings. These impurities are derived principally from the pulmonary and cutaneous exhalations of men and animals, and from the products of combustion of lights. To illustrate the necessity of ventilation I wish to mention three extreme instances. One is the "Black Hole of Calcutta." The horrible story of the "Black Hole of Calcutta" is familiar to every one. Of 146 prisoners confined in a dark cell at night, only 23 were found alive in the morning. The second instance refers to the great battle of Austerlitz. After the battle of Austerlitz 300 prisoners were crowded in a prison; 260 died in a short time from inhaling the poisoned air. The third is that of the steamer "Londonderry," in which, of 200 steerage passengers who were temporarily

crowded into a cabin (18x11x7 feet) during a storm of only a few hours' duration, 72 were dead and others dying when the cabin was opened.

PURPOSE OF VENTILATION.

Besides being air-breathing, man is also a gregarious animal. The artificial conditions under which he lives necessitate that ample provision be made for ventilation. The health of his body demands it. It is also essential to his spiritual well-being.

VENTILATION OF SCHOOL-ROOMS.

Among the most important of public health questions is the problem of ventilation. High up in the scale stands the ventilation of school-rooms. The pupils, earnest seekers after light and truth, and their busy teachers, spend from five to six hours daily in the school-room. This period represents nearly one-fourth of the twenty-four hours. How important, then, it becomes for both pupil and teacher that the school-room should be properly ventilated. How is this to be accomplished?

HOW BEST TO VENTILATE?

Numerous patent ventilators are on the market. Some of these, while complicated and high priced, are really "fair to look upon." But their utility can be seriously questioned. In fact, I am only mentioning them to condemn them in a measure. For school commissioners to purchase patent ventilating devices and fit up school-room windows with them would be an unnecessary expenditure.

In order to ventilate a school-room properly the air must be kept constantly in motion. The air may be kept in motion and efficient ventilation secured—

1. By forces continually acting in nature, producing *natural ventilation.* The three main forces of natural venilation are diffusion, the winds, and the motion caused by the difference in weight of air of different temperatures. And,
2. By these main forces of natural ventilation in combination with other forces set in action by man, giving *artificial ventilation.*

Diffusion is constantly taking place between all the gaseous constituents and impurities of the air, and even goes on through brick and stone walls, but is insufficient in itself to keep the air pure, though it does much to further this object. Moreover, as suspended matters are solid, not gaseous, they are not changed or removed by it.

Winds are powerful agents for ventilation, and a slight breeze passing through a school-room changes the air therein many times in the course of an hour, and carries out by its force many of the solid impurities not affected by diffusion. Wind will pass through walls of wood, brick or stone, although its progress is markedly arrested by much moisture in the walls and by paper or plaster. In winter, however, the wind usually has to be excluded directly from our school-houses, because a velocity of five or six feet per second is not to be borne unless the air be previously warmed.

The most important agent in natural ventilation is the third one mentioned, namely, the movement produced by variations in the specific gravity of air. As the air expands when heated, it becomes lighter, volume for volume, and rises because the colder, heavier air pushes in beneath to occupy the space.

A proper system of ventilation must take into consideration the cubic space of the school-room to be ventilated, and the number of pupils ordinarily inhabiting this space. Concerning Kent county, there is scarcely a public school-room in Kent county which cannot be properly ventilated by means of natural ventilation, which I have just described. If natural ventilation proves to be inadequate, artificial means must be resorted to. Here again the simple rule applies: the air in the school-room must be kept in gentle, continuous motion. So simple a contrivance as an electric fan helps to bring about this consummation.

HEATING VERSUS VENTILATION.

There is more truth than poetry in the old adage, "Keep the feet warm and the head cool." School children cannot study properly if their feet are cold. Cold feet cause a rush of blood to the head, and are a frequent source of headaches in school children, in addition to the discomfort which they invariably produce. Parents should see to it that their children reach the school-room with their feet warm, and teachers should make it a point to preserve this condition of affairs during the time spent in the school-room. The teacher can only do this by paying strict attention to ventilation and heating.

Doubtless it has already occurred to you that the old way of heating a school-room by means of stoves is not as sanitary as it ought to be. Unless proper provision be made, such a school-room cannot be properly and effectually ventilated. But it should be added that it is well-nigh impossible to heat our smaller school-houses, especially country school-houses, otherwise than by means of stoves. A redeeming feature is the fact that country school-houses, as a rule, are not over-large.

Country schools may be heated by stoves surrounded by sheet-iron drums, and ventilated with fresh air from without brought in near the bottom of the stove. I admit this would be a perplexing and difficult problem in most country school-houses, and scarcely at all practicable. But you must see the force of my argument. It is to provide for the requisite amount of fresh air *properly warmed upon its entrance into the school-room.*

The last-named feature calls forth another important desideratum in the ventilation of school-rooms. It is this: Avoid bringing in large quantities of air from without *that has not been properly warmed*, otherwise unpleasant chilling and injurious draughts will be the result.

AMOUNT OF FRESH AIR NEEDED.

Ordinarily we consider 3000 cubic feet of fresh air to be the average amount required per scholar per hour. Accepting this figure as a good working basis, the *cubic space* per pupil should be at least 1000 cubic feet. Reduced to cubic meters, this would be from 25 to 30 cubic meters per pupil. This figure is not excessive from a sanitary standpoint, although few school buildings meet the requirements here set down. About one-half the above figure is the amount of space usually allotted per pupil.

AN IDEAL SCHOOL-ROOM.

Schools should be so constructed as to permit of ready heating and ventilation, cleaning, and keeping clean. In large schools the method of heating will usually be by furnace-heated air, although a better method would probably be by steam heat or hot-water pipes.

Natural ventilation will give better satisfaction than a complicated artificial system. Where windows and doors must be largely depended upon for ventilation, the Bury window ventilator will give satisfactory results unless the school-room is overcrowded.

The Bury ventilator, so-called after its originator, is the special ventilating arrangement which we most commonly observe in large offices and in public buildings. The Bury ventilator consists of a wooden block interposed between the bottom of the lower window sash and the window frame. The air passes into the room through the openings in the block. The separation of the upper and lower sashes, when the ventilator is in place, also adds to the efficiency of the ventilation, as the air passes in through the space so formed.

Opening the doors and windows when the pupils are out of doors —flushing the rooms with fresh air—is an excellent aid, and is even useful in cases where the most elaborate artificial system of ventilation is in use.

A model school-room, according to modern views, should be about 9 to 10 meters long, not over 7 meters wide, and 4 to 4½ meters high. Such a room could be easily lighted by windows on one side only, and readily heated and ventilated. In a room of this size forty pupils would be a proper number, although fifty could be accommodated. The initial air-space for each pupil would be 5.60 cubic meters if there were fifty pupils in the room, and 7 cubic meters if there were only forty. This would be slightly reduced by the allowance for the teacher. The window area should be not less than one-fifth of the floor area, otherwise the light will be deficient. It is better that school-rooms should face toward the north. The light entering from the north side of a building would be equable during a whole day.

CHEMISTRY OF RESPIRATION.

The average composition of air in its normal state is about as follows:

Oxygen, 20.96 per cent. by volume.
Nitrogen, 78 per cent.
Argon, 1 per cent.
Carbon dioxide, 0.04 per cent.
Watery vapor, varying in amount with the temperature and other conditions.
A trace of ammonia, and a variable amount of ozone, organic matter, sodium salts, etc.

Oxygen is the most important of the above constituents. It supports all animal life; oxidizes, destroys and renders harmless organic impurities, and, by oxygenating the blood and oxidizing the food for our tissues, gives us heat and energy, the vital source of all our thoughts and actions. It is oxygen that puts iron into our blood. Surely, "the blood is the life." The "pale student," poring over his books, has become proverbial.

Air that has been breathed, or expired air, is deficient in oxygen and contains an excessive amount of carbon dioxide, watery vapor and organic matter, the latter being by far the most harmful part of animal exhalations.

DISEASES CAUSED BY DEFECTIVE VENTILATION.

It has been stated that 40 per cent. of the diseases of winter are due to improperly ventilated houses and school-rooms. Pupils habitually living in such an atmosphere are almost uniformly languid, pallid and anemic, subject to headaches, nausea and loss of appetite, and often to skin eruptions and disorders, and are undoubtedly markedly predisposed to consumption, pneumonia, bronchitis, scrofula, rickets, etc. Moreover, such an atmosphere apparently favors the spread of

the various infectious diseases, such as diphtheria, scarlet fever, measles, mumps, chicken-pox, influenza, etc.

Parents often wonder why their children are stupid and drowsy while at school. They do not progress favorably in their studies. Defective ventilation is often a rational explanation. Then it is that much study becomes "a weariness of the flesh."

Defective ventilation often causes people to go to sleep while attending church service, much to the annoyance of the earnest, well-meaning minister.

GUARD AGAINST MOUTH-BREATHING.

Now that you have provided pure air for your pupils, another duty awaits you. It is this: See to it that your pupils breathe through their nose and not through their mouth. Man is a bundle of habits. Eighty per cent. of mouth-breathing is due to force of habit; 20 per cent. is due to adenoids, enlarged tonsils, or both. These latter need the services of a physician.

Captain Catlin, an American artist who spent eight years (1832-1839) among the Indian tribes of the Upper Missouri, gives us another clue to the remarkable vigor and healthfulness of the Indian, and his comparative freedom from disease, especially throat and lung troubles. It is this: One of the rules of an Indian's life is to *breathe through his nose, not through his mouth.* In this respect, civilized nations can learn a most valuable lesson from the wild Indian of romantic history.

Captain Catlin wrote several books. One of them is a little volume entitled, "Shut Your Mouth and Save Your Life." On page 31 he says:

"Besides this frequent and most fatal of all diseases—consumption—bronchitis, quinsy, croup, asthma, and other diseases of the respiratory organs, as well as dyspepsia, gout of the stomach, rickets, diarrhea, diseases of the liver, the heart, the spine and the whole of the nervous system, from the brain to the toes, may chiefly be attributed to this deadly and unnatural habit; and any physician can easily explain the manner in which these various parts of the system are thus affected by the derangement of the natural functions of the machine that gives them life and motion.

"The proverb, as old and unchangeable as their hills amongst the North American Indians, 'My son, if you would be wise, open first your eyes, your ears next, and last of all your mouth, that your words may be words of wisdom, and give no advantage to thine adversary,' might be adopted with good effect in civilized life.

"And if I were to endeavor to bequeath to posterity the most important motto which human language can convey, it should be in *three words—SHUT YOUR MOUTH.*"

The question of proper heating is closely related to that of ventilation. In the rural schools it is not feasible to have a heating system independent of the teacher, such as are found in large communities. Some form of stove will continue to be used for some time. If this stove can be placed in one corner of the school-room and has about it a sheet iron or asbestos jacket, and has a cold-air duct from the outside entering under the stove, the conditions are fairly satisfactory. A heating and ventilating device is now used in several of our one-room school buildings, and it has made school conditions much more tolerable. Such a plant will cost from seventy-five to one hundred dollars. A thermometer should be supplied each school-room and the temperature should not be allowed to go above 68°.

Make a plat of the school-grounds and send to the landscape gardener of the Maryland Agricultural College and he will suggest how it should be laid out and planted, and he will make no charge for his services.

THE TEACHER.

The teacher must play an important role in the movement to make our school houses more healthful and beautiful. It is the teacher who must keep the question before the public. No better way can we make the school-room the center of the social and civic life of the community than by planning to bring the people together at the school-house at least once a month. One meeting may be devoted to a general discussion of the needs of the school, the teacher being particular to invite certain ones to take some definite part. After this one, another meeting will be called to decide how best to raise a definite sum of money to be spent for certain purposes. The course of study, how pupils shall be promoted, how much study should pupils do at home, should attendance at school be compulsory, and kindred topics, should be discussed. If the old-fashioned debating society can be revived it will furnish such a medium between the home and the school as is needed. Some organization of this character is absolutely needed to properly direct public attention to our school interests. It takes great effort and tact to make it possible, but it is a fundamental proposition and we must keep working toward it. Teacher, have you tried your level best to effect such an organization? You perhaps underestimate your own powers if you think you can't do it. What about trying it this year? If you live in a thinly populated section, see the teacher in the next school district and have one league for both districts, and alternate the place of meeting.

Now that school yard of yours! You are not responsible if it is too small, nor are you to blame if there are not good shade trees and shrubbery. But you are an object of censure if the grounds are covered with briars and weeds and the surroundings unsanitary. You

are to blame if you have not had a "clean-up" day, to which at least your trustees were invited. If you wish to consider it from a narrow viewpoint it deserves your activities because *your* happiness, comfort, health and efficiency are involved in a school situation which is the antithesis of health and beauty. But primarily we are concerned for the thirty or forty young souls who are forming tastes and habits of mind and body which will likely control them for a life-time. In this formative period we don't want them to breathe vitiated air, sit in poorly-lighted rooms, suffer from cold and heat, possibly the same hour, or to live in dirt and disorder, whether in the school-room or on the play-grounds. These are not only enemies to health, but they are also hindrances to the processes of education. It is the business of the teacher to make war against them until they are either exterminated or reduced to a minimum. It is as important and as much a teacher's qualification to know how to create conditions favorable to study as to know how to impart knowledge. The teacher must not only consider the people of the community, but also the County School Board, who determine so many of the improvements made to our school properties. The following extract is taken from Public School Methods, Vol. III., page 22: "School Boards are composed of beings just as human as teachers, and they are swayed by the same impulses and reasons. This the tactful teacher knows and, feeling also that respect due to her position, she approaches the Board pleasantly, makes her requests courteously, presents her reasons convincingly, and then, if refused, takes her departure good-naturedly, resolved to try again. Occasionally there are unreasonable members on a School Board, or even persons contemptibly unfit for the position, but such conditions do not often exist; where they do they are not always the most difficult cases to deal with. The strong always is for the health and well-being of the children."

The teacher is directly responsible for the cleanliness and order of the school. The law requires you to have your school-rooms swept and dusted at least fifteen minutes before the time for opening your school. It does not follow that at least the sweeping should be put off to at least fifteen minutes before the hour for opening. Indeed, the sweeping should be done at the close of the school day, and the dusting can be done in the morning before school begins. It is important for the teacher "to have a place for everything," and when not in use everything should be in its place. If some children are to have that good influence on their lives which cleanliness and order bring, it must be in the school-room, since many homes lack them. We quote again from Public School Methods on beautiful school-rooms: "We have seen that children must have a comfortable place for study if they are to be healthy and quick to receive the instruction that is given them; but the influence of beauty is so marked that the school-room should al-

ways be beautiful, as well as comfortable, neat and orderly. Beauty is a relative term and does not mean the same to all people, nor to the same person at all times; but there are certain well-established rules that can be followed and which will assist in making a school-room attractive to everybody.

"In the first place it is desirable to have a simple and harmonious color scheme throughout the room. The ceiling and upper parts of the walls should be light, the walls about the blackboard a trifle darker, and the lower walls and wood-work still darker. The location of the room, and consequently the quantity of light, will affect the choice of color. If the room is naturally dark the walls should be lighter than those of a bright, sunny room. Bright colors are never desirable, for they are trying to the eyes and interfere with the effectiveness of pictures and other decorations. Red is the most irritating and most trying, but none of the colors of the spectrum is desirable. Plain, dull shades are always preferable.

"Pictures.—Every school-room should have at least one good picture by a great artist, and others if it is possible to secure them. However, the number in most school-rooms should not be large. There is a great tendency to use many cheap pictures and other decorative objects, but in so doing the effect is lost, the purpose of decoration is destroyed, and objects become tiresome and irritating. A good picture for a school-room should be on a good subject, should be one that 'carries well'—that is, one that can be seen clearly in all parts of the room—one that is simple in detail and is bright and cheerful. A good subject is one that is natural, not too foreign to be appreciated, one that has heart power, a human interest, and is not oppressively sad or unpleasantly exciting. For instance, *The Gleaners*, by Millet, is suitable for intermediate grades.

"Fine, large carbon photographs may be procured of most of the world's great masterpieces, and if selected with judgment and printed large enough to frame well, these are excellent for school decorations. These photographs will be in one color—brown or black—and so will have none of the brilliance that marked the originals. Of his kind are the following: Reading from Homer—Alma Tadema—Grammar grades; Washington (Stuart) G. grades; Joan of Arc—Le Page—G. grades; Sistine Madonna (Raphael) G. grades; The Horse Fair—Bonheur—intermediate grades. For catalogue write The Berlin Photographic Co., 249 Fifth Avenue, New York."

As children are especially interested in colored pictures, it will be well to write to some firm like the Chicago Art Education Co., 218 S. Wabash Ave., Chicago, Illinois, and mention the purpose for which you desire the pictures.

A few growing plants in the school-room add much to its attractiveness. The co-operation of pupils may be secured and the teacher

thus relieved if committees for one week be appointed to look after the school-room decorations, to care for the plants and flowers, and to keep the school-grounds clean. There should be a good microscope, which will enable pupils to study plant-life and interest them more keenly in many natural phenomena.

The library has been discussed elsewhere in the Year Book, but the duty belongs to the teacher to keep up a healthful interest in reading the books of the library. Remember that many boys and girls have no reading books at home, and their fondness for reading must be acquired at school. The reference books should be within easy reach of the school, and for this reason should be kept separate from the general reading books.

At the close of the school year we will ask for a report from every school on these subjects which tend to make school life more healthful and attractive.

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DECLARATION OF PRINCIPLES

The Committee on Resolutions begs leave to present the following report for consideration and action as the message of this organization assembled in annual convention as an International Congress on Education, not only to the teachers and citizens of the United States, but also to teachers and citizens in all those countries which have, by their participation, contributed to the success of the Congress which is now about to close.

We appreciate the coming of the delegates and speakers from so many nations and thank them heartily for their participation and words of wisdom and cheer. The messages relating to educational conditions and problems in different countries have recorded much recent progress in the expansion and perfecting of educational systems and have revealed clearly the growth of an educational internationalism and a conception of world civilization among those engaged in educational work. The progress recorded has been important and significant and promises much for the future.

On the other hand, the vitual breakdown of civilization in Europe, which has taken place since the last meeting of this Association, has revealed to us how ineffective after all have been the systems of education upon which we have in the past placed so much dependence, in so far as the imparting of that type of education which would tend to preserve and advance the higher interests of civilization is cnncerned. In an age marked by so great an expansion of educational activities, such great industrial and commercial progress, such wonderful discoveries and advances in the application of science, and such progress in advancing the social welfare, we see nations heretofore devoted to the arts of peace and the advancement of civilization almost at once lapse into a barbarism which we a year ago would not have believed possible. Not only have the systems of education of Europe proved disappointing at the time of supreme test, but we cannot console ourselves that the result would have been markedly different with us had this nation engaged in such a titanic struggle.

Perhaps no greater work lies ahead of the school, in all lands and nations, than that of setting to work in an earnest endeavor to build up a more enduring type of civilization. We have made great progress in industry, commerce, and scientific work, but little as yet in establishing justice, good will, and the reign of law among natons. Our instruction, aside from those fundamental tool subjects which underlie all

educational work, has been based upon too narrow an outlook. Nationalism has been pushed to the front and emphasized rather than international justice and good will. The heroes of each nation's history have been those who have done the greatest injury to other nations and who have killed the greatest number of foreigners rather than those who have conferred the greatest benefits on mankind. Our geopraphy has related too much to the position, growth, and commercial progress of our own nation and too little to our relations with other peoples. Our patriotism has been too much concerned with our rights, and too little with our obligations; too much with securing advantages for ourselves, and too little with the extension of international justice and good will. There has been too much talk in all nations of "national honor" and "rallying to the defense of the flag," and too little of national obligations and responsibilities. The discipline of our schools has been too much the discipline of the intellect and the body, untempered by larger conceptions as to justice and good will among men.

The people of each and every nation need to sink their nationalism in a larger internationalism and to learn and teach the true place of their country among the nations of the earth. The task would not be so difficult if once it were resolutely undertaken. The people of different nationalities do not by nature hate one another and many illustrations of international friendliness manifest themselves at any opportunity. The masses of the people do not want war, but peace. International hatreds are kept up by the governing classes and those who profit by such hatreds, and the basis for national jingoism and future international strife is continually implanted in the minds of the rising generation in the schools of the different nations. In most nations today the schools are deliberately used by those in authority to instil into the minds of the young an exaggerated nationalism, which can be touched off into international hatred at such moment as the governing authorities may desire.

Perhaps the greatest task which lies ahead of the school in all lands and countries is that of bending its energies toward the creation of a new order of international friendship, justice, and good will. Upon the public education systems of each state and nation lies the responsibility of enlarging the national conceptions and promoting good will among the nations of the earth. Entirely new values and standards for judging need to be created among the different peoples. In particular the school histories need to be rewritten and the teaching in history and geopraphy in the schools needs to be entirely redirected. The emphasis now placed on the deeds of the soldier should be shifted to those who have created the best of our civilization and rendered the most lasting benefits to mankind. The emphasis now placed on wars should be shifted to the gains to civilization made in the intervals be-

tween wars, and war should be shown in its true light as a destroyer of what civilization creates. The biologic, economic, and human waste of war should be emphasized, and the fact that war is the breakdown of law and order and civilized society should be made clear to the young. Upon those who teach, but especially upon those who organize and administer education, rests the responsibility of creating a new national life in all countries—a national life which shall prize the fruits of civilization, which shall honor most those who advance the large interests of mankind, which believes in international justice and good will, and which looks to friendly arbritration rather than to brute force to settle the difficulties which may arise between nations. The shaping of a new international policy among nations, looking ultimately toward international peace and good will and the preservation of the slow gains of civilization, calls for educational statemanship of a high order, and will require time for its accomplishment, but such represents the greater constructive task now before those who direct the work of instruction in every nation.

If the work of this International Congress on Education will in any material way contribute to the inauguration of a movement looking toward a reorganization and redirection of the instruction given in history and geography, and a broadening of the work in civics and morals; to the teaching of a new conception of friendship between nations; to the subordination of that love of dominion, still so prominent among nations, to a new conception of national rights and international justice; to the substitution of international tribunals and the reign of law and order for the present appeal to brute force and so-called national honor; to the development of an international patriotism based on the preservation rather than the destruction of the fruits of civilization; to an elimination of the lust for fighting and the love of military display among all people; to the erection of new standards for estimating the value of human service; and will help to spread the conception of world interests, world civilization, world statesmanship, and world friendship and good will, in place of the present narrow nationalism in all of these respects,—it will have done much to hasten the day when the great human and economic waste of war, with its accompanying international hatreds, shall have been replaced by international law and order and good will, and when the gains and large possibilities of civilization will not periodically be destroyed by the lapses into barbarism of a portion of mankind.

Of all the institutions working for the unification of mankind and the improvement of the social welfare the school stands first, and, in consequence, the importance of the stand to be taken by those who direct public education and those who teach in the schools can hardly be overestimated. What our civilization will be a quarter of a century hence will depend very largely upon the attitude assumed toward these

new questions of international relationship by those who are responsible for the direction of public education in all lands and nations.

The National Education Association therefore desires to put itself on record as follows:

1. The Association looks upon the war now ravaging the continent of Europe as a tragedy having no parallel in history. This war is working havoc among the best racial elements in all nations concerned, exhausting the near future, bringing impoverishment to the race, and throwing an intolerable burden of sorrow and misery on women and children. The Association expresses the fervent hope that the measures adopted at the peace settlement conference will be founded on justice, and will thereby break down militarism and free the world from the fear of another calamity like the present. The Association heartily indorses the policy of the President of the United States concerning both the European and the Mexican situations. It rejoices in his eminent services to the cause of Peace, which is the cause of Law. To the President of the United States is primarily due the fact that this Republic has remained law-abiding, despite currents of fear, hate, and excitement, and stands firm on the only basis on which civilization can be restored or peace maintained—the foundation of Law.

2. The Association reaffirms its approval of the Americal School Peace League, the organization of Peace Leagues among pupils, the observance of Peace Day, May 18, and the dissemination of literature bearing on international relations. The Association views with satisfaction the efforts made by the American School Peace League to secure the co-operation of teachers in other countries, and hopes that, in the future, similar school peace leagues may become active forces in the educational system of the different countries of the world.

3. The Association deplores any attempt to militarize this country. It again declares against the establishment of compulsory military training in the schools, on the ground that this is reactionary and inconsistent with American ideals and standards. The Association expresses its approval of the policy of the Boy Scouts of America in keeping their useful work free from connection with military affairs.

4. The Association believes that the promotion of international relationships in education, science, art, industry, and social service is of fundamental importance, and that these can best be worked out by a co-ordination of the organized forces of the civilized world. To this end, international associations should have affiliated national organizations, in each case with a central body having delegates from each affiliated nation. In the interest of permanent peace and of world research a reorganization of international organizations should follow the establishment of peace in Europe. The United States, with other neutral nations, has a great duty to perform in this work of reorganization.

5. The Association feels that we have reached a time when interdependence and mutual understanding should create their proper organs of expression thru permanent officials whose duty would be to report to their home governments on the work and progress of constructive social agencies in the country of residence. The presence of military and naval attaches in all embassies and legations emphasizes the least desirable factors of international relations.

The Association believes that the constructive side of relations among nations should be emphasized, and recommends that each of the national governments which have participated in this Internation Congress on Education should be urged to appoint Educational Attaches as well to their legations and embassies in foreign countries.

6. The National Education Association congratulates the Panama-Pacific International Exposition on having made the official series of congresses the central feature of the Exposition. The 852 congresses and conferences meeting during the Exposition period will leave a definite impression of national and world progress. It is a matter for congratulation that education, with 129 distinctive congresses and conferences, has been made the most prominent feature of this great series of meetings.

In the interest of world harmony, we believe the splendid work of the Department of Congresses of the Panama-Pacific International Exposition should in some form be continued as a useful means of securing a concert of action among the nations and international associations.

In addition to the foregoing, relating to the promotion of international peace and good will and the ultimate substitution of law and order for brute force—a new task before teachers and those who direct public education, and one which to this Association seems to be by far the most important matter brought before this International Congress—this Association further desires to direct attention to a few of the larger and more significant movements now under way in this country, which look toward the improvement of public education with us.

1. *Child Welfare.* Most prominent of these, perhaps, is that recent and important movement for the promotion of child welfare, which embraces all movements tending to improve conditions surrounding the morals, health, and proper development of children. Like the question of world peace and international justice and good will, the conservation of child life is certain to appeal to all humanitarian people. Within the past two decades almost all civilized countries have become interested in this movement,—which embraces infant care, child labor, the protection of the child from injurious and contaminating influences, health supervision and instruction in schools, preventative hygiene, playground activities, and the treatment of the child in accordance with the laws of his mental and physiological development.

Any system of public instruction which neglects the physical and moral welfare of children and confines itself to their mental training is certain to prove inadequate to meet the needs of either the individual or society. This Association therefore expresses the hope that both the teachers and the parents of the nation may interest themselves in and study the different movements looking toward the conservation and improvement of child life.

2. *Rural Education.* Perhaps next in importance, and in a way closely akin to the problem of child welfare, is the great problem of rural education and rural welfare which surrounds and affects the lives of almost half of the people of this nation. The solution of this problem demands such a redirection and reorganization of rural education as will enable both rural and village schools to contribute much more than they now do toward the improvement of the life of the people tributary to them. A great opportunity for a new type of service awaits the normal schools of this country, if they will but seriously turn their attention to the many important problems surrounding rural life and train teachers definitely for helpful constructive service among rural people. Large opportunities for service also await those institutions which engage in agricultural extension and the promotion of the various forms of agricultural and home economics work among rural boys and girls.

3. *School Supervision.* The movement for the training of supervisory officers, as distinct from teachers, which has recently been begun by our universities, colleges, and larger normal schools, is a movement of fundamental importance for the future of public education with us. The problems of organization, administration, and the supervision of instruction are now of such importance as to demand some special study, and this Association commends to educational institutions the establishment of such courses of instruction and to the states the creation of special supervisors' certificates, based on training and experience, which, after a certain date, shall be required of all who propose to engage in supervisory service.

This Association also believes it to be a sound educational principle that wherever a teacher is at work or a child is in school, be it in city, town, or country district, both teacher and child should have the benefit of close, personal, and professional supervision. The city teacher and child are now reasonably well cared for, but our present system of county supervision is in most states, entirely inadequate to meet the new needs of rural and village education. We therefore express our belief that the present movement looking toward an improvement in our system of rural-school supervision, and the substitution of some larger administrative unit than the school district, is a movement which should meet with the approval of all. We also believe that, whatever the details of the system which may be eventually adopted, some adequate provision should be made for opening up rural-school supervision

as a career for men and women—a career for which either might be warranted in making thoro preparation, and which either might hope to enter wholly on a basis of merit.

4. *Teachers.* Recognizing that in the last analysis the excellence of our public schools depends upon the teachers who do the actual work of instruction, this Association believes it is of the highest importance that this work be done under the best possible conditions as to the promotion of good health, comfort, and peace of mind. To this end the Association expresses itself unequivocally in favor of adequate salaries, security of tenure, a suitable retirement annuity, and working conditions in which there shall be sufficient and helpful supervision, and at the same time freedom from arbitrary or needless restrictions or requirements and from those "ratings" and records which unnecessarily disturb the teacher's peace and make the rendering of the best service impossible.

5. *Differentiations in Instruction.* The different attempts which are now being made to differentiate instruction and adjust school work to meet individual needs and to reorganize our educational work along new lines with a view to enabling our schools to better meet those special-group and individual needs which we have but recently come to recognize as important in public education are movements which appeal to this Association as of large importance for the future of our educational work. It seems to this Association to be a thoroly sound and just principle that every child of school age in a community should be provided with that kind of education which will be best adapted to meet his peculiar educational needs. The adoption of such an educational principle, however, calls for differentiations and adjustments in schools and in courses of instruction and for a wide diversification in our school work. What our schools have heretofore achieved for the mass, they now need to set themselves to try to accomplish for groups within the mass. Different types of schools, different emphasis in instruction for different groups, a wide range of educational opportunities, and an estimation of equivalences based more upon needs and growth than upon similar accomplishments will all be necessary. A material extension of the school day, a larger introduction of play and constructional activities, a wider use of school buildings, particularly with reference to adult education Saturday instruction, and instruction in some form throuout the entire year, will also be necessary to the accomplishment of such an enlarged educational purpose.

6. *Enlarged Scope and Funds.* With us education represents one of our greatest national interests, and in no other country in the world have the results of a system of public instruction shown forth to better advantage in the general intelligence, poise, good judgment, and pro-

ductive capacity of the people. This Association, however, desires to call to the attention of our people the fact that what has met their needs in the past will not suffice for the future, and that each of the important educational movements so far mentioned can mean nothing less than a further enlargement of the work and function of the school as the constructive instrument of democracy. Each enlargement of function in turn demands increased funds, and, if our schools are to render the service expected of them, our people must be prepared to give to those responsible for the conduct of public education a larger and a larger proportion of public funds. The time is coming, perhaps in the very near future, when the enlarged scope of public instruction will probably demand one-half of the taxes paid by our people.

7. *Co-operation of Other Agencies.* We recognize with pleasure the increasing interest which citizens are displaying in the work of the public schools. We commend the action of a resident of California who made it possible for this Association to offer a prize to the person presenting the best essay on "The Essential Place of Religion in Education, with an Outline of a Plan for Introducing Religious Teaching into the Public Schools" and thus to bring the attention of teachers and patrons to a vital question. We trust that the influence of the contest may be far-reaching in its after effects, and that, as a result, some method may be worked out by which the underlying principles of religion may be taught to our young people, realizing as we do that the home and the church are not covering the whole field. We also commend the action of the President of the Society for Thrift which enables this Association to offer prizes, during the coming year, for the best essays on the subject of Thrift, with an outline of a plan by which it may be taught in the public schools. These are movements of large educational significance, and deserve further study and encouragement.

8. *United States Bureau of Education.* In conclusion, this Association desires to express its appreciation of the co-operation extended to it in its work by the United States Bureau of Education. This Bureau, considering the very meagre appropriations made for its work, has recently begun to render a service in the cause of peace and education as important as its scope is limited. This Association desires, once more, to respectfully urge upon Congress that it very materially enlarge the appropriations for the maintenance of this Bureau, and that it no longer delay placing the Bureau in a position where it can render a service to those engaged in the care and education of children, in all of the states, which shall be analogous to that which has for so long been rendered by the national Government to those engaged in the care and propagation of fishes, hogs, cattle, and crops. An annual

appropriation of not less than five hundred thousand dollars should be made at once to this Bureau, and this amount should be increased as fast as additional funds can be used to advantage.

Ellwood P. Cubberley, Chairman, Professor of Education Leland Stanford Jr. University, Stanford University, Cal.
Robert J. Aley, President, University of Maine, Orono, Me.
Fannie Fern Andrews, Secretary, American School Peace League, Boston, Mass.
Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colo.
J. Stanley Brown, Superintendent, Township High School, Joilet, Ill.
J. H. Francis, Superintendent of Schools, Los Angeles, Cal.
Carroll G. Pearse, President, State Normal School, Milwaukee, Wis.

School Commissioners and County Superintendents Association.

OFFICERS.

President, A. Taylor Smith, Allegany.
First Vice President, Andrew J. Pietsch, Baltimore City.
Second Vice President, Norris A. Walton, Wicomico.
Secretary, Byron J. Grimes, Queen Anne's.
Treasurer, George W. Joy, St. Mary's.

EXECUTIVE COMMITTEE.

A. Taylor Smith, Chairman.
John T. Hershner.
G. Lloyd Palmer.

RESOLUTIONS ADOPTED AT NOVEMBER MEETING, 1914.

To the President and Members of the Association:

Your Committee on Resolutions begs to submit the following for your consideration: Be it

Resolved, That we endorse and commend the progressive additions to the school laws as enacted by the Legislature of 1914, and to the enforcement of these acts we pledge our hearty and cordial support. Among them we may mention:

1. Teachers' Minimum Training. This Act requires but the small amount of five weeks professional training and we therefore feel that it is inadequate, but it is a step in the right direction and we endorse it.

2. Summer School in Lieu of Institute. This move is in accord with modern practices and therefore commendable.

3. Medical Inspection of Pupils. This Act, like the former, is optional with the several school boards, but we feel that no county which desires to do all that it can for its children will fail to enforce its provisions.

4. Ocean City Educational Building. Because of the benefit that will accrue to the teachers of the State by its use we are grateful to the Legislature for this mark of liberality.

5. School Survey. Because of the good that we believe will result therefrom, we pledge our hearty co-operation and assistance to this Act and to the Survey Commission.

6. Salary Increases. As an Association and as separate boards we stand strongly and unequivocally for adequate and just salaries to the State's teachers, but as administrative officials concerned with finances of the school system we feel that no Act should require increased disbursements that does not at the same time provide the source of funds wherewith to do so.

7. High School Training Courses. Until the Normal School shall have become sufficiently large to provide all the teachers needed by the State, the High School Training Courses should be instituted to the end that all teachers shall have two years professional training.

8. The New Normal School. For the prospect of having a new and more adequate normal school we are grateful. We feel that provision for it is the most important and vital step that has been taken by the Legislature for the school interests of the State within the past decade. Since a very large percentage of new and inexperienced teachers are sent to rural schools we feel that it is of utmost importance that this school should maintain a department of rural education in which there should be a course in elementary agriculture.

Be it further

Resolved, That this Association for the interchange of ideas and methods among the administrative officials of the school system cannot result in the greatest good until its members shall have learned the importance of promptness and regularity of attendance.

And be it further

Resolved, That the thanks of the Association be extended to the Normal School authorities for the many courtesies extended during our sessions, and to our own efficient officers for their painstaking care in preparing an instructive program.

NICHOLAS OREM,
E. S. BURROUGHS,
LEWIS J. ORT,
Committee on Resolutions.

APPROVED HIGH SCHOOLS.

July 31, 1915.

FIRST GROUP.

Name and Locatlon	Principal	Enrollment
Allegany Co. (Cumberland)	William M. Tinker	222
Central (Lonaconing)	Arthur F. Smith	94
Beall (Frostburg)	Olin R. Rice	152
Annapolis (Annapolis)	Louise Linthicum	180
Catonsville (Catonsville)	R. Edward de Russy	122
Franklin (Reisterstown)	Samuel M. North	151
Towson (Towson)	Arthur C. Crommer	193
Sparrows Pt. (Sparrows Pt.)	Joseph Blair	96
Caroline (Denton)	W. R. Croman	112
Westminster (Westminster)	Charles H. Kolb	115
Cecil County (Elkton)	Edwin B. Fockler	116
Cambridge (Cambridge)	James B. Noble	169
Boys' (Frederick)	Amon Burgee	173
Girls' (Frederick)	Charles H. Remsburg	161
Brunswick (Brunswick)	Oscar M. Fogle	99
Middletown (Middletown)	R. E. Kieeny	91
Oakland (Oakland)	C. Edward Bender	111
Havre de Grace (Havre de Grace)	J. Herbert Owens	94
Ellicott City (Ellicott City)	Minnie L. Murphy	112
Chestertown (Chestertown)	Mark L. Creasy	124
Montgomery Co. (Rockville)	Charles H. Myers	93
Laurel (Laurel)	Herbert F. Mitchell	96
Centreville (Centreville)	Robert H. Adams	114
Crisfield (Crisfield)	Frederick E. Gardner	125
Easton (Easton)	Sydney S. Handy	105
Male (Hagerstown)	John D. Zentmyer	187
Female (Hagerstown)	John B. Houser	197
Wicomico (Salisbury)	J. Frank McBee	289
Pocomoke City (Pocomoke City)	E. Clarke Fontaine	141
Snow Hill (Snow Hill)	Arthur C. Humphreys	82

SECOND GROUP.

Name and Location	Principal	Enrollment
Barton (Barton)	Gilbert C. Cooling	47
Westernport (Westernport)	O. H. Bruce	62
Sparks Agricultural (Sparks)	E. G. McCloskey	69
Federalsburg (Federalsburg)	A. C. Brower	65
Ridgely Agricultural (Ridgely)	F. F. Taylor	44
Preston Agricultural (Preston)	G. O. Mudge	48
Mt. Airy (Mt. Airy)	F. R. Young	56
Chesapeake City (Chesapeake City)	Hugh W. Caldwell	36
Calvert Agricultural (Calvert)	Alfred B. McVey	51
North East (North East)	Guy Johnson	44
Hurlock (Hurlock)	E. C. Seitz	83
Vienna (Vienna)	Albert C. Lutz	
Thurmont (Thurmont)	Harvey D. Beachley	66
Friendsville (Friendsville)	E. A. Browning	51
Aberdeen (Aberdeen)	C. Milton Wright	58
Bel Air (Bel Air)	W. H. H. White	104
Highland (Street)	Edgar R. Hauver	45
Jarrettsville (Jarrettsville)	Charles H. Schuster	55
Rock Hall (Rock Hall)	Walter H. Davis	42
Sherwood (Sandy Spring)	Wm. H. Klingaman	49
Gaithersburg (Gaithersburg)	Thos. W. Troxell	40
Brookville (Brookville)	Rexford B. Hartle	38
Chevy Chase (Chevy Chase)	Florence E. M. Barksdale	46
Surattsville (Clinton)	F. Bernard Gwynn	56
Baden (Baden)	W. R. C. Connick	56
Marlboro (Upper Marlboro)	W. Stafford Jackson	42
Hyattsville (Hyattsville)	K. J. Morris	118
Stevensville (Stevensville)	J. Fred Stevens	49
Sudlersville (Sudlersville)	R. J. Truitt	37
Tri-County (Queen Anne)	C. H. Cordrey	41
Washington (Princess Anne)	Howard T. Ruhl	78
St. Michaels (St. Michaels)	Norman E. Smith	41
Oxford (Oxford)	Nellie R. Stevens	44
Trappe (Trappe)	W. Galan Vansant	34
Sharptown (Sharptown)	Charles E. Tilghman	43
Delmar (Delmar)	Morris L. Stier	40
Nanticoke (Nanticoke)	C. Allen Carlson	44
Boonsboro (Boonsboro)	H. H. R. Breechbill	51
Clearspring (Clearspring)	George R. Sites	42
Buckingham (Berlin)	Nettie B. Carey	53
Stockton (Stockton)	John S. Hill	29

DIRECTORY OF HIGH SCHOOL TEACHERS.

Names by Counties	School Address	Experience	Salary	Subjects Taught: English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
ALLEGANY															
William M. Tinker	Cumberland	13	$1564	★	★		★	★							
Margaret S. Miller	"	9	747			★	★								
Anna M. Luman	"	12	770	★											
Alice K. Bielaski	"	7	678		★										
Ruth A. Clauson	"	7	678				★	★							
M. Louise Quinn	"	11	839				★	★							
Frank A. Wolfhope	"	7	943						★						
Rachel L. Everett	"	4	736									★			
Ethel I. Bierman	"	3	690									★			
J. T. T. Grimm	"	4	943								★				
Arthur F. Smith	Lonaconing	16	1564	★											
Elizabeth C. Sommerville	"	5	656			★		★							
Martha J. Thomas	"	10	656				★								
Robert A. Tennant	"	2	800		★			★							
W. S. Morris	"	15	1046						★						
Peter C. Pell	"	4	1046								★				
Anne M. Sloan	"	3	690									★			
Olin R. Rice	Frostburg	11	1564			★									
Katherine A. Porter	"	11	678		★										
M. Alice Kearsing	"	13	678	★			★								
Leslie Orr	"	3	600	★			★								
E. H. Carmeny	"	3	800					★							
Gustolf Leidholm	"	8	1046								★				
Lola Beasley	"	3	784						★						
Margaret Ewald	"	1	550									★			
Gilbert C. Cooling	Barton	9	1357		★										
Daisy Cline	"	6	655	★		★									
Anna Webster	"	5	655			★	★								
Abigail Schwab	"	2	752					★							
Nellie M. Hanna	"	3	752						★						
O. H. Bruce	Westernport	24	1403		★		★								
Carrie Hepburn	"	19	680			★	★								
Annie Wagner	"	11	655	★											

Names by Counties	School Address	Experience	Salary	Subjects Taught											
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
ANNE ARUNDEL															
Louise Linthicum	Annapolis	18	1300	★		★									
Mary Etta Bass	"	6	800	★		★	★								
Emily S. Hopkins	"	5	750	★			★	★							
Clara B. Kent	"	4	700	★	★			★							
Nellie H. Bass	"	4	700	★			★	★							
Agnes Himmelheber	"	7	800						★						
Iron T. Morton	"	5	900								★				
Mary B. Tate	"	5	700									★			
BALTIMORE															
Reni Edward de Russy	Catonsville	16	1800	★	★										
Mary O. Ebaugh	"	9	1100				★								
Reba Neepier	"	5	700		★			★							
Edith F. Tracey	"	2	550			★	★								
Hannah Scott	"	8	800						★						
Elizabeth Pontz	"	2	800									★			
J. A. Miller	"	3	900								★				
Samuel M. North	Reisterstown	21	1800	★	★										
E. Georgien Ewing	"	13	1200	★		★									
Jesse M. Ebaugh	"	11	1000				★								
L. Aileen McKenney	"	4	650			★	★								
C. Ethel Mac Roberts	"	1	550		★			★							
Gertrude M. Michael	"	7	800						★						
Vera M. Godfrey	"	3	800									★			
Arthur C. Crommer	Towson	10	1800		★										
Mary Jane Alford	"	8	1200				★								
R. Louise Balls	"	12	1000	★											
Agnes Bandel	"	5	700					★							
Minnie Gessford	"	7	800				★	★							
Helen Coulter	"	6	750	★		★									
Nannie Feast	"	7	800						★						
Sarah Dampsman	"	2	800									★			
D. Fred Shamberger	"	8	1800								★				
J. R. Seidel	"	2	700								★				
Joseph Blair	Sparrows Point	7	1800		★	★									
Caroline L. Ziegler	"	7	1050	★			★								
Frances M. Lynch	"	2	550	★	★										
Elsie L. Lewis	"	3	750					★							
Marian Mills	"	4	800									★			
Harry Hoshal	"	7	1200								★				
E. G. McCloskey	Sparks														

Names by Counties	School Address	Experience	Salary	Subjects Taught											
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
CAROLINE															
W. R. Croman	Denton	7	1350	..	★	..	..	★	..	★	..	..	..	..	..
Elizabeth E. Pippin	"	21	600	★	..	★	..	..	..	..	..	..	..	..	..
Annie Carter	"	1	500	★	..	..	★	..	..	..	..	..	..	..	..
Addie Wilson	"	5	600	★	★	★	..	..	..	★	..	..	..	..	..
Lucy Allen	"	1	450	★	..	★	..	..	..	..	..	..	..	..	..
F. C. Brown	"	3	800	..	..	..	..	..	..	..	★	..	..	..	..
Minnie Skirven	"	1	450	..	..	..	..	..	..	..	..	★	..	..	..
A. C. Brower	Federalsburg	39	1100	..	★	..	★	★	..	..	..	..	..	..	..
Addie C. Gale	"	3	500	★	..	★	★	..	..	..	..	..	..	..	..
Nellie M. Butler	"	5	500	★	★	★	..	..	★	..	..	..	..	..	..
Lenore Jefferson	"	2	450	..	..	..	..	..	..	..	..	★	..	..	..
F. F. Taylor	Ridgely	10	1100	..	★	..	★	★	..	..	..	..	..	..	..
Anette Speicher	"	4	500	★	..	..	★	..	..	..	..	..	..	..	..
Grace Dennis	"	3	500	..	..	★	..	..	★	..	..	..	..	..	..
Kingsley Mercer	"	1	400	..	..	..	..	..	..	..	★	..	..	..	..
Lela Bailey	"	2	500	..	..	..	..	..	..	..	..	★	..	..	..
G. O. Mudge	Preston	15	1100	..	★	..	..	★	..	..	..	..	..	..	..
Mary E. Davis	"	2	500	★	..	★	..	..	..	..	..	..	..	..	..
Mary E. Todd	"	3	500	..	★	..	★	..	..	..	..	..	..	..	..
CARROLL															
Charles H. Kolb	Westminster	13	1200	..	..	★	★	..	..	..	..	..	..	..	..
Wiley W. Jenkins	"	3	900	..	★	..	..	★	..	..	..	..	..	..	..
Ida F. Lockard	"	15	620	★	★	..	..	..	..	..	..	..	..	★	..
I. Jewell Simpson	"	1	600	★	..	..	..	★	..	..	..	..	..	..	..
Ross J. Blocher	"	4	900	..	..	..	..	..	★	..	..	..	..	..	..
J. Corinne Troy	"	1	550	..	..	..	..	..	..	..	..	★	..	..	..
Samuel P. Caltrider	"	1	700	..	..	..	..	..	..	..	★	..	..	..	..
F. R. Young	Mt. Airy	4	1000	★	..	..	★	..	..	..	..	..	..	..	..
Alice C. Toon	"	2	550	..	★	★	★	★	..	..	..	..	..	..	..
J. Keller Smith	"	4	750	..	..	★	..	★	..	★	..	..	..	..	..
CECIL															
Edwin B. Fockler	Elkton	17	1300	..	★	★	..	★	..	..	..	..	..	..	..
Katherine M. Bratton	"	8	600	..	★	..	..	★	..	..	..	..	..	..	..
M. Ethel Hall	"	8	600	..	..	★	★	..	..	..	..	..	..	..	..
Nora Stoll	"	6	600	★	..	..	★	..	..	..	..	..	..	..	..
Evelyn Kimble	"	4	600	..	..	..	..	..	★	..	..	..	..	..	..
Myra Sherburne	"	1	600	..	..	..	..	..	..	..	..	★	..	..	..
Lydia M. Groves	"	2	300	..	..	..	..	..	..	..	..	..	..	★	..

Names by Counties	School Address	Experience	Salary	Subjects Taught											
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
George W. Crewell.....	Elkton	3	1000	..	..	..	..	..	..	..	★	..	★	..	..
Hugh W. Caldwell.....	Chesapeake City	17	1100	..	★	★	..	★	..	..	..	..	..	..	..
Mary H. Cooper.....	"	9	600	★	..	..	★	..	..	..	..	..	..	..	..
Helen H. Windle.....	"	7	600	★	..	..	..	..	★	..	..	..	..	..	..
Alfred B. McVey.....	Calvert	6	1100	..	★	..	..	..	..	★	..	..	..	..	..
J. M. Thompson.....	"	5	650	..	★	..	★	★	..	..	..	..	..	..	..
C. F. Hopkins.....	"	1	500	★	..	★	★	..	..	..	..	..	..	..	..
William Maloney.....	"	3	1000	..	..	..	..	..	..	..	★	..	..	..	..
Guy Johnson.....	North East.....	3	1000	..	★	★	★	..	..	..	..	..	..	..	..
Cleora Landon.....	"	3	600	★	..	★	★	..	..	..	..	..	..	..	..
DORCHESTER															
James B. Noble.....	Cambridge	13	1400	..	★	..	..	..	..	..	..	..	..	..	..
Lindsay C. Marshall....	"	7	750	..	..	..	★	..	..	..	..	..	..	..	..
Nita Parr Perry.....	"	7	600	..	..	..	..	★	..	..	..	..	..	..	..
E. Louise Musselman...	"	6	500	★	..	..	★	..	..	..	..	..	..	..	..
Bessie E. Bradshaw....	"	14	600	★	..	★	..	..	..	..	..	..	..	..	..
Bertha M. Robinson....	"	3	500	★	★	..	..	..	..	..	..	..	..	..	..
Albert F. Farver.....	"	14	950	..	..	..	..	..	..	..	★	..	..	..	..
Annie G. Collins.....	"	2	500	..	..	..	..	..	★	..	..	..	..	..	..
Nellie Christopher.....	"	2	500	..	..	..	..	..	..	..	..	★	..	..	..
E. C. Seitz.....	Hurlock	11	1100	★	..	..	..	★	..	..	..	..	..	..	..
May Morris.....	"	3	600	..	★	★	..	..	..	..	..	..	..	..	..
Ava Taylor.....	"	3	500	..	..	..	★	..	..	..	..	..	..	..	..
T. V. Fetters.....	"	6	765	..	..	..	..	..	★	..	..	..	..	..	..
FREDERICK															
Amon Burgee.....	Frederick	24	1400	..	★	★	★	..	★	..	..	..	..	..	..
Harry J. Kefauver.....	"	11	990	★	..	..	★	..	..	..	..	..	..	..	..
W. T. Mahoney.....	"	8	900	★	..	..	..	..	..	..	..	..	..	..	..
Mary C. Ott.....	"	4	800	★	..	★	..	..	..	..	..	..	..	..	..
La Mar Hoke.....	"	2	900	..	★	..	..	★	..	..	..	..	..	..	..
S. Fenton Harris.....	"	6	900	..	..	..	..	..	★	..	..	..	..	..	..
Spencer C. Stull.....	"	11	1100	..	..	..	..	..	..	..	★	..	..	..	..
Sydney S. Stabler.....	"	1	1200	..	..	..	..	..	..	★	..	..	..	..	..
Charles H. Remsberg...	"	15	1400	..	★	..	★	..	..	..	..	..	..	..	..
Claude U. Stottlemeyer.	"	5	900	..	..	..	★	★	..	..	..	..	..	..	..
Lillie M. Wiener.....	"	7	800	..	★	★	★	..	★	..	..	..	..	..	..
Pearl A. Eader.....	"	7	800	★	..	..	..	..	..	..	..	..	..	..	..
Katherine M. Wiener...	"	3	660	★	★	★	..	★	..	..	..	..	..	..	..
Blanche R. Stone.....	"	5	700	..	..	..	..	..	★	..	..	..	..	..	..
Edith M. Thomas.....	"	5	1200	..	..	..	..	..	..	..	..	★	..	..	..

Names by Counties	School Address	Experience	Salary	Subjects Taught											
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
Oscar M. Fogle	Brunswick	11	1400	..	★	..	★	..	..	..	..	..	..	..	..
Joseph Solomon	"	4	700	★	..	..	..	..	..	..	..	..	..	..	..
Roger X. Day	"	2	900	..	..	..	★	★	..	..	..	..	..	..	..
A. Virginia Reich	"	6	700	..	..	★	..	..	..	..	..	..	..	★	..
Sarah J. Reich	"	5	700	..	..	..	..	..	..	..	..	★	..	..	..
Frances R. Doub	"	2	700	..	..	..	..	..	★	..	..	..	..	..	..
Charles E. Stull	"	1	450	..	..	..	..	..	..	..	★	..	..	..	..
R. E. Kieeney	Middletown	10	1200	..	★	..	..	..	..	..	..	..	..	..	..
W. E. Hauver	"	7	900	..	..	★	★	..	..	..	..	..	..	..	..
Marcelene Kefauver	"	3	550	★	..	..	..	..	..	..	..	..	..	..	..
W. Roy Gray	"	3	1000	..	..	..	..	..	..	★	..	..	..	..	..
R. B. Wyand	"	2	700	..	..	..	..	..	★	..	..	..	..	..	..
Harvey D. Beachley	Thurmont	20	1100	..	★	..	★	★	..	..	..	..	..	..	..
Ruth A. Fivor	"	3	600	★	..	★	★	..	..	..	..	..	..	..	..
Louis A. Rice	"	3	600	..	..	..	..	..	★	..	..	..	..	..	..
GARRETT															
C. Edward Bender	Oakland	6	1300	★	★	★	★	..	..	..	..	..	..	..	..
May Arnold	"	6	599	★	..	★	..	..	..	..	..	..	..	..	..
Ethel Welch	"	2	500	..	★	..	..	..	★	..	..	..	..	..	..
May Jones	"	1	500	..	..	..	★	..	..	..	..	..	..	..	..
Daisy Hanna	"	5	593	..	..	..	..	..	★	..	..	..	..	..	..
Florence Long	"	1	490	..	..	..	..	..	..	..	..	★	..	..	..
H. A. Loraditch	"	5	837	..	..	..	..	★	..	..	★	..	..	..	..
E. A. Browning	Friendsville	3	1000	★	★	★	..	★	..	..	..	..	..	..	..
John W. Holman	"	1	500	..	★	..	..	★	..	..	..	..	..	..	..
Emma Goeringer	"	3	500	★	..	★	★	..	..	..	..	..	..	..	..
Jonas G. Crisman	"	1	500	..	..	..	..	..	★	..	..	..	..	..	..
HARFORD															
J. Herbert Owens	Havre de Grace.	9	1450	..	★	..	★	..	..	..	..	..	..	..	..
Thomas F. Smith	"	5	1000	..	★	..	..	★	..	..	..	..	..	..	..
Ralph W. Strawbridge	"	11	1100	..	..	..	..	..	..	..	★	..	★	..	..
Sallie P. Galloway	"	5	600	★	..	★	★	..	..	..	..	..	..	..	..
Leona C. Buchwald	"	2	650	★	..	..	★	..	..	..	..	..	..	..	..
Emily C. Pearce	"	7	750	..	..	..	..	..	★	..	..	..	..	..	..
S. Sibyl Davis	"	2	700	..	..	..	..	..	..	..	..	★	..	..	..
Josephine Wilson	"	1	550	..	..	..	..	..	..	..	..	..	★	..	..
Martha B. Chaney	"	1	500	..	..	..	..	..	..	..	..	..	★	..	..
C. Milton Wright	Aberdeen	8	1200	..	★	..	★	★	..	..	..	..	..	..	..
Helen Tatman	"	2	500	★	..	..	★	..	..	..	..	..	..	..	..
Grace Cummings	"	5	500	..	★	..	★	..	..	..	..	..	..	..	..

Names by Counties	School Address	Experience	Salary	Subjects Taught											
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
Hazel Holloway	Aberdeen	1	500			★									
W. H. H. White	Bel Air	10	1500	★	★		★								
Lena C. Van Bibber	"	3	800			★	★								
E. Harold Frantz	"	1	800	★	★			★							
Kate A. Ricker	"	14	550					★							
Mabel Durham	"	1	500	★											
Hattie Bagley	"	3	550	★											
Anna B. Carman	"	7	800						★						
Edgar A. Hauver	Street	5	1100		★	★	★								
Minnie Ward	"	2	500	★	★	★									
Earle C. Baity	"	5	1000					★		★					
Chas. H Schuster	Jarrettsville	6	1100		★		★	★							
L. B. Foard	"	4	600	★		★									
Fred W. Fuller	"	1	900					★		★					
HOWARD															
Minnie L. Murphy	Ellicott City	8			★		★								
Margaret A. Pfeiffer	"	8				★	★								
Florence I. Arnolds	"	7		★											
Geraldine Waters	"	2			★			★							
Bertha R. Brown	"	8							★						
Mrs. Herbert A. Lawson	"	2										★			
Mr. Herbert A. Lawson	"	4									★				
KENT															
Mark Creasy	Chestertown	24	1400		★		★	★							
Jeanette Gooding	"	13	700	★											
Mary W. Carroll	"	9	700		★										
Anna B. Smyth	"	4	600			★	★								
Nellie E. Walters	"	8	700						★						
Annie L. Cooper	"	5	600									★			
Owen C. Blades	"	10	900								★		★		
Walter H. Davis	Rock Hall	8	1100		★		★	★							
Araminta Brinsfield	"	2	700		★	★	★								
Estelle J. Biddle	"	9	700	★											
Frank A. Greenhawk	"	8	700								★				
MONTGOMERY															
Charles G. Myers	Rockville	8	1400	★	★			★							
Edith Lulu Ford	"	10	750	★				★							
Alice E. Hepburn	"	4	600		★	★	★								

Names by Counties	School Address	Experience	Salary	Subjects Taught											
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
Elizabeth Defandorf....	Rockville	1	500	..	..	..	★	★	..	..	..	..	..	..	..
Theodora Bailey.....	"	3	600	..	..	..	..	..	★	..	..	..	..	..	..
Frances L. Horner.....	"	6	800	..	..	..	..	..	..	..	..	★	..	..	..
Wilson S. Ward.....	"	15	900	..	..	..	..	..	..	..	★	..	..	..	..
William K. Klingaman..	Sandy Spring...	5	1100	★	..	..	★	★	..	..	..	..	..	..	..
Sallie P. Brooke.....	" ...	5	700	..	★	..	..	..	..	..	..	..	..	..	..
Ruth Shoemaker.....	" ...	4	500	★	..	..	★	..	..	..	..	..	..	..	..
Dorothy Brooke.....	" ...	3	480	..	..	★	..	..	..	..	..	..	..	..	..
V. Irene Kimler.....	" ...	5	600	..	..	..	..	..	..	..	..	★	..	..	..
John H. Janney.....	" ...	1	900	..	..	..	..	..	..	★	..	..	..	..	..
Thomas W. Troxell.....	Gaithersburg ..	16	1100	..	★	..	★	★	..	..	..	..	..	..	..
Caroline Henderson.....	" ..	3	600	★	..	★	..	..	..	..	..	..	..	..	..
Maude V. Broome.....	" ..	5	600	..	..	..	..	..	..	..	..	★	..	..	..
Perry A. Gloyd.....	" ..	2	600	..	..	..	..	..	..	..	★	..	..	..	..
Rexford B. Hartte.....	Brookeville	1	1000	..	..	..	★	★	..	..	..	..	..	..	..
Hattie Montgomery.....	"	5	500	★	★	..	..	..	..	..	..	..	..	..	..
Mrs. Rexford B. Hartte.	"	1	500	..	..	..	..	..	★	..	..	★	..	..	..
Florence E. M. Barksdal	Chevy Chase....	3	900	..	★	..	★	..	..	..	..	..	..	..	..
James R. Daly.....	"	1	432	..	★	..	..	★	..	..	..	..	..	..	..
Elsa D. Muench.....	"	1	400	★	..	..	★	..	..	..	..	..	..	..	..
Effie Barnsley.....	"	3	320	..	..	..	..	..	..	..	..	★	..	..	..
Edgar Thompson.....	"	3	420	..	..	..	..	..	..	..	★	..	..	..	..
PRINCE GEORGE'S															
Herbert F. Mitchell....	Laurel	1	1200	..	★	..	★	..	..	..	..	..	..	..	..
Margaret Edmonston...	"	9	750	★	..	..	★	..	..	..	..	..	..	..	..
Elizabeth Gardner.....	"	5	650	★	★	★	..	★	..	..	..	..	..	..	..
Amelia H. Fritz.....	"	4	600	..	..	..	★	★	..	..	..	..	..	..	..
Mary A. Sadler.....	"	14	700	..	..	..	..	..	★	..	..	..	..	..	..
Rebecca S. Merriam....	"	1	500	..	..	..	..	..	..	..	..	★	..	..	..
F. Gloyd Awalt.....	"	1	750	..	★	..	..	..	..	..	★	..	..	..	..
F. Bernard Gywnn.....	Clinton	3	1000	★	..	..	..	★	..	★	..	..	..	..	..
J. A. Carrico.....	"	5	750	★	★	★	..	..	..	..	..	..	..	..	..
Anna S. Blandford.....	"	8	600	★	..	..	★	..	..	..	..	..	..	..	..
Daisy Blandford.....	"	10	600	..	..	..	..	..	★	..	..	★	..	..	..
Celestia B. Young.....	"	5	600	..	★	★	..	..	..	..	..	..	..	..	..
P. C. Minnehan.....	"	9	150	..	..	..	★	..	..	..	..	..	..	..	..
W. R. Cormick.....	Baden	3	1000	..	★	..	..	★	..	..	..	..	..	..	..
Clara C. Gibbons.....	"	3	650	★	..	★	..	..	..	..	..	..	..	..	..
Margaret J. Wilson....	"	3	650	..	..	..	★	..	..	..	..	★	..	..	..
O. H. Stanard.....	"	1	900	..	..	..	..	★	..	★	..	..	..	..	..
W. Stafford Jackson....	Upper Marlboro.	16	1000	..	★	★	★	★	★	..	..	..	..	..	..
Josephine E. Wilson....	" .	6	550	★	..	★	..	..	★	..	..	..	..	..	..

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				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
Elsa Haupt	Upper Marlboro	1	500	★	..	★	★	★	..	..	..	..	..	..	..
K. J. Morris	Hyattsville	19	1200	..	★	..	..	★	..	..	..	..	..	..	..
M. A. Dandy	"	5	600	★	..	★	★	..	..	..	..	..	..	..	..
G. N. Brown	"	2	500	★	..	..	★	..	..	..	..	..	..	..	..
E. W. Arnold	"	1	500	..	..	..	★	★	..	..	..	..	..	..	..
QUEEN ANNE'S															
Robert H. Adams	Centreville			..	★	★	..	..	..	..	..	..	..	..	..
Clara Estelle Rose	"	12		★	..	..	..	..	..	..	..	..	..	..	..
Nannie P. Keating	"	3		..	..	..	★	..	..	..	..	..	..	..	..
M. Augusta Barton	"	4		★	..	..	..	..	★	..	..	..	..	..	..
John T. Bruehl	"	13		..	..	..	..	★	..	..	★	..	★	..	..
Sara Ellen Clash	"	9		..	..	..	..	..	..	..	..	★	..	..	..
L. C. Kline	"	4	1000	..	..	..	..	..	★	..	..	..	..	..	..
Nathaniel A. Le Savoy	"	2		..	..	★	..	★	..	★	..	..	..	..	..
J. Fred Stevens	Stevensville	3	1050	..	★	..	..	..	..	..	..	..	..	..	..
Ola Carter	"	1	550	★	..	..	..	..	..	..	..	..	..	..	..
C. H. Cordray	Queen Anne	2	1000	..	★	..	★	★	..	..	..	..	..	..	..
Mary R. Clough	"	2	500	★	..	★	..	★	..	..	..	..	..	..	..
Minnie W. Calaway	"	1		..	★	..	..	★	★	..	..	..	..	..	..
SOMERSET															
Frederick S. Gardner	Crisfield	25	1200	..	★	..	★	..	..	..	..	..	..	..	..
Thomas S. Hill	"	1	600	..	..	★	★	..	..	..	..	..	..	..	..
Addie Handy	"	6	600	★	..	..	..	..	..	..	..	..	..	..	..
Oscar B. Landon	"	2	525	..	..	..	..	★	..	..	..	..	..	..	..
Temple L. Basford	"	2	600	..	..	..	..	..	..	..	..	★	..	..	..
T. Melvin Horsey	"	1	600	..	..	..	..	..	★	..	..	..	..	..	..
Howard T. Ruhl	Princess Anne	7	1100	★	..	..	★	★	..	..	..	..	..	..	..
Wilmer O. Lankford, Jr	"	2	600	..	★	★	..	..	..	..	..	..	..	..	..
John R. Gentry	"	2	525	★	★	..	★	..	..	..	..	..	..	..	..
Ida M. Schaefer	"	1	630	..	..	..	..	..	..	..	..	..	..	..	..
TALBOT															
S. S. Handy	Easton	13	1400	★	..	..	★	★	..	..	..	..	..	..	..
Mary T. Brennan	"	9	625	..	★	..	★	★	..	..	..	..	..	..	..
Alice McDaniel	"	13	600	★	..	★	..	..	..	..	..	..	..	..	..
Clara B. Price	"	6	600	..	★	★	..	★	..	..	..	..	..	..	..
Mildred H. Willis	"	1	400	★	..	★	★	★	★	..	..	..	..	..	..
Hettie I. Newmam	"	1	500	..	..	..	..	..	..	..	..	★	..	..	..
Olive I. Henry	"	4	600	..	..	..	..	..	★	..	..	..	..	..	..

Names by Counties	School Address	Experience	Salary	Subjects Taught												
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economic.	Drawing	Music	Pedagogy	
Wm. L. Hull	Easton	6	850	..	..	..	..	..	..	..	★	..	★	..	..	
Norman E. Smith	St. Michaels	7	1000	..	★	★	..	★	..	..	..	..	..	..	..	
Jerome R. Cox	"	1	550	..	★	..	★	..	..	..	..	..	..	..	..	
Cora Dodson	"	3	450	★	..	..	..	..	..	..	..	..	★	..	..	
May M. Kemp	"	11	600	★	..	..	★	..	★	..	..	..	..	..	..	
Nellie R. Stevens	Oxford	23	1100	★	..	★	★	★	..	..	..	..	..	..	..	
Virginia Bouldin	"	15	600	..	★	..	..	★	..	..	..	..	..	..	..	
Erma B. Stewart	"	10	500	★	..	..	★	..	..	..	..	..	..	..	..	
Sarah L. Seth	"	3	500	..	..	..	..	..	★	..	..	..	..	..	..	
W. Galen Vansant	Trappe	3	1000	..	★	..	★	★	..	..	..	..	..	..	..	
Isabelle B. Mullikin	"	5	600	★	..	★	..	★	..	..	..	..	..	..	..	
Ruth Norman Brawner	"	1	500	..	★	..	..	..	★	..	..	..	..	..	..	
WASHINGTON																
John D. Zentmeyer	Hagerstown	5	1400	★	★	..	★	★	..	..	..	..	..	..	..	
J. B. H. Bowser	"	8	1080	★	..	★	..	★	..	..	..	..	..	..	..	
Edith M. Hill	"	6	800	★	★	..	..	..	..	..	..	..	..	..	..	
I. Keller Shank	"	3	850	★	★	★	★	★	..	..	..	..	..	..	..	
Justus Scheffer	"	1	450	..	..	..	★	..	..	..	..	..	..	..	..	
D. Webster Groh	"	5	1000	..	..	..	..	..	★	..	..	..	..	..	..	
Herbert M. Lippy	"	10	1080	..	..	..	..	..	..	..	★	..	..	..	..	
John B. Houser	"	22	1400	..	★	★	★	..	..	..	..	..	..	..	..	
H. L. Rinehart	"	18	1080	..	★	..	★	★	..	..	..	..	..	..	..	
Ina L. Slaughenhaupt	"	8	800	★	..	★	..	..	..	..	..	..	..	..	..	
Laura C. King	"	3	850	★	★	..	..	★	..	..	..	..	..	..	..	
Sarah I. Adams	"	1	650	★	..	..	..	..	..	..	..	..	..	..	..	
Mary M. Kaylor	"	6	750	..	..	..	..	..	★	..	..	..	..	..	..	
Elizabeth Brown	"	5	750	..	..	..	..	..	..	..	..	..	★	..	..	
H. R. R. Breechbill	Boonsboro	3	1000	..	..	..	★	★	..	..	..	..	..	..	..	
R. E. Staley	"	3	840	..	★	..	★	..	..	..	..	..	..	..	..	
Mary Keedy	"	1	500	★	..	★	..	..	★	..	..	..	..	..	..	
A. Ruth Wilhide	"	2	400	★	..	..	..	..	..	..	..	..	..	..	..	
WICOMICO																
J. Frank McBee	Salisbury	18	1300	..	★	..	..	★	..	..	..	..	..	..	..	
N. Price Turner	"	15	765	..	..	..	..	★	..	..	..	..	..	..	..	
Stanley Phillips	"	1	500	..	..	..	..	★	..	..	..	..	..	..	..	
Letta G. Gossett	"	5	720	★	..	..	..	..	..	..	..	..	..	..	..	
Laura E. Ruark	"	4	500	★	..	★	..	..	..	..	..	..	..	..	..	
E. Vaughn Jacobs	"	5	540	★	..	..	★	..	..	..	..	..	..	..	..	
Katherine True	"	2	630	..	..	..	★	..	..	..	..	..	..	..	..	
Alma E. Lankford	"	4	540	..	..	★	★	..	..	..	..	..	..	..	..	

Names by Counties	School Address	Experience	Salary	Subjects Taught											
				English	Mathematics	History	Foreign Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Pedagogy
George Richwein	Salisbury	4	810	..	★	..	..	..	..	..	..	..	..	..	..
Ida M. Morris	"	1	500	..	★	..	..	..	..	..	..	..	..	..	..
Anna H. Peters	"	1	630	..	..	..	..	..	★	..	..	..	..	..	..
Margaret Greenewalt	"	2	630	..	..	..	..	..	..	..	..	..	★	..	..
Eileen Carland	"	2	630	..	..	..	..	..	..	..	..	★	..	..	..
Arthur Greenwood	"	4	800	..	..	..	..	..	..	..	★	..	..	..	..
Chas. E. Tilghman	Sharptown	2	1000	..	★	..	..	..	★	..	..	..	..	..	..
Edwin K. McIntosh	"	4	630	..	..	★	..	★	..	..	★	..	..	..	..
Katherine B. Bowers	"	2	585	★	..	..	..	..	..	..	..	..	..	..	..
Bertha McGrath	"	2	540	..	..	..	..	..	..	..	..	★	★	..	..
Morris L. Stier	Delmar	10	1000	..	★	..	..	..	★	..	..	..	..	..	..
Meta F. Eppler	"	1	500	★	..	..	★	..	..	..	..	..	..	..	..
Lester A. Hall	"	2	585	..	..	★	..	★	..	..	★	..	..	..	..
WORCESTER															
E. Clarke Fontaine	Pocomoke City	13	1300	..	..	..	★	..	..	..	..	..	..	..	..
Lulu King	"	5	600	..	..	★	..	..	..	..	..	..	..	..	..
Sarah Elizabeth Hill	"	2	500	..	..	..	..	★	..	..	..	..	..	..	..
Newell M. Cordary	"	2	600	..	★	..	..	..	..	..	..	..	..	..	..
Mary B. Pusey	"	1	500	★	..	..	..	..	..	..	..	..	..	..	..
Ethel M. Dix	"	5	600	..	..	..	..	..	..	..	..	★	..	..	..
Edith L. Stevenson	"	2	500	..	..	..	..	..	★	..	..	..	..	..	..
Maude A. Graham	"	1	630	..	..	..	..	..	..	..	★	..	..	..	..
Bessie Jones	"	3		..	..	..	..	..	..	..	..	..	..	★	..
Arthur C. Humphreys	Snow Hill	14	1300	..	★	..	..	★	..	..	..	..	..	..	..
Edna S. Whaley	"	15	700	★	..	..	..	..	..	..	..	..	..	..	..
Julia F. Bratten	"	6	600	..	..	..	★	★	..	..	..	..	..	..	..
Laura Easley	"	2	600	..	..	..	★	★	..	..	..	..	..	..	..
Mary A. Townsend	"	6	600	..	..	..	..	..	★	..	..	..	..	..	..
Nannie Purnell	"	3	500	..	..	..	..	..	..	..	..	..	★	..	..
J. L. Kelley	"	11	650	..	..	..	..	..	..	..	★	..	..	..	..
Nettie B. Carey	Berlin	25	1100	★	★	★	..	..	..	..	..	..	..	..	..
Ella Massey	"	10	600	★	★	★	..	..	..	..	..	..	..	..	..
Louise Dickinson	"	3	500	..	..	..	★	★	..	..	..	..	..	..	..
Mary F. Bailey	"	3	500	..	..	..	..	..	★	..	..	..	..	..	..
Marguerite Ayres	"	3	500	..	..	..	..	..	..	..	★	..	..	..	..
John S. Hill	Stockton	27	1100	..	★	★	..	★	..	..	..	..	..	..	..
Lucille Ross Taylor	"	4	500	★	..	..	..	..	★	..	..	..	..	..	..
Mary N. Hyland	"	2	500	..	..	★	★	..	..	..	..	..	..	..	..
Annie M. Adkins	"	4	500	..	..	..	..	..	..	..	★	★	..	..	..

Public School Anniversaries

WASHINGTON'S BIRTHDAY.

TUESDAY, FEBRUARY 22nd.

SUGGESTIVE PROGRAM.

1. Scriptural Reading—By the Teacher.
2. Song—"America"—By the School.
3. Reading—Choate's "The Birthday of Washington"—By a Trustee.
4. Recitation—"Ode for Washington's Birthday"—By a Pupil.
5. "Questions and Answers"—By the Teacher and Pupils.
6. Song—"Our Presidents"—By the School.
7. Brevities concerning the Life of Washington—By Twelve Pupils.
8. Recitation—"Like Washington"—By a Small Boy.
9. Recitation—"Something Better"—By a Small Girl.
10. Recitation—"If"—By a Pupil.
11. Placard Exercises—By Ten Small Pupils.
12. Recitation—"Like George Washington"—By a Pupil.
13. Address—By a Patron.
14. Song—"Maryland, My Maryland"—By the School.
15. Recital of appropriate memory gems—By the Pupils.
16. Remarks—By the Teacher.
17. Song—"Star-Spangled Banner"—By the School.

THE BIRTHDAY OF WASHINGTON.

RUFUS CHOATE.

The birthday of the "Father of his Country." May it ever be freshly remembered by American hearts; may it ever re-awaken in them a final veneration for his memory; ever rekindle the fires of patriotic regard for the country which he loved so well, to which he gave his youthful vigor and his youthful energy; to which he devoted his life in the maturity of his powers, in the field; to which again he offered the counsels of his wisdom and his experience as president of the convention that framed our Constitution; which he guided and directed while in the chair of state, for which the last prayer of his earthly supplication was offered up when it came the moment for him so well, and so grandly, and so calmly to die. He was the first man of the time in which he grew. His memory is first and most sacred in our love, and ever hereafter, till the last drop of blood shall freeze in the last American heart, his name shall be a spell of power and of might.

Yes, gentlemen, there is one personal, one vast felicity which no man can share with him. It was the daily beauty and towering and matchless glory of his life which enabled him to create his country, and at the same time secure an undying love and regard for the whole American people. "The first in the hearts of his countrymen." Yes, first! He has our first and most fervent love. Undoubtedly there were brave and wise and good men before his day in every colony. But the American nation, as a nation, I do not reckon to have begun before 1774, and the first love of that young America, was Washington. The first word she lisped was his name. Her earliest breath spoke it. It still is her proud ejaculation and it will be the last gasp of her expiring life! Yes; others of our great men have been appreciated—many admired by all—but him we love—him we all love. About and around him we call up no dissentient, discordant and dissatisfied elements, no sectional prejudice nor bias, no party, no creed, no dogma of politics. None of these shall assail him. Yes! when the storm of battle blows darkest and rages highest, the name of Washington shall nerve every American arm and cheer every American heart. It shall relume that Promethean fire, that sublime flame of patriotism, that devoted love of country, which his words have commended, which his example has consecrated:

"Where may the wearied eye repose,
When gazing on the great,
Where neither guilty glory glows,
Nor despicable state?
Yes—one, the first, the last, the best,
The Cincinnatus of the West,
Whom Envy dared not hate,
Bequeathed the name of Washington,
To make man blush, there was but one."

ODE FOR WASHINGTON'S BIRTHDAY.

OLIVER WENDELL HOLMES.

(Recitation.)

Welcome to the day returning,
  Dearer still as ages flow;
While the torch of faith is burning,
  Long as Freedom's altars glow.
See the hero that it gave us
  Slumbering on a mother's breast,
For the arm he stretched to save us,
  Be its morn forever blest!

Hear the tale of youthful glory
  While of Britain's rescued band;
Friend and foe repeat the story,
  Spread his fame o'er sea and land.
Where the red cross, proudly streaming,
  Flaps above the frigate's deck,
Where the golden lilies gleaming
  Star the watchtower of Quebec.

Look! the shadow on the dial
  Marks the hour of deadlier strife;
Days of terror, years of trial,
  Scourge a nation into life.
Lo, the youth became the leader!
  All her baffled tyrants yield!
Through his arm the Lord has freed her,
  Crown him on the tented field.

Vain is empire's mad temptation—
  Not for him an earthly crown;
He whose sword hath freed a nation
  Strikes the offered scepter down.
See the throneless conqueror seated,
  Ruler by a people's choice;
See the patriot's task completed;
  Hear the father's dying voice.

By the name that you inherit,
  By the sufferings you recall,
Cherish the fraternal spirit,
  Love your country first of all.
Listen not to idle questions,
  If its bands may be untied;
Doubt the patriot whose suggestions
  Whisper that its props may slide.

Father! we whose ears have tingled
  With the words of doubt and shame;
We, whose sires their blood have mingled
  In the battle's thunder-flame;
Gathering, while this holy morning
  Lights the land from sea to sea;
Hear thy counsel, heed thy warning,
  Trust us, while we honor thee.

QUESTIONS AND ANSWERS.

1. Tell something of Washington's ancestors.

He was descended from an ancient family in Cheshire, of which a branch had been established in Virginia. His English ancestors were allied to those of the highest rank. His mother belonged to the most ancient Saxon family of Fairfax, of Towcester in Northumberland.

2. Where was Washington born?

Near the banks of the beautiful Potomac, in Westmoreland County, Va. It was a very small place called Bridge's Creek.

3. How old was he when his father died?

Ten years old.

4. How did he always treat his mother?

With the greatest respect and attention; and as you follow him through life you will find him

"Speaking what is just and true,
Doing what is right to do
Unto one and all."

5. "Hail, patriot, chief, all hail! Historic fame
In purest gold hath traced thy glorious name!
Earth has Niagara, the sky its sun,
And proud mankind its only Washington."

6. Why do they call him "Historic Fame?" I thought he was the "Father of his Country."

Because he never spared himself in any way and was always first in battle. The bullets often razed his hair and riddled his cloak, but he would tell his soldiers, "Stand fast and receive the enemy."

7. When did the Revolutionary War begin?

April 19, 1775.

8. What cry was repeated everywhere?

War has begun! To arms! To arms! Liberty or death!

9. What was needed at once?

A commander-in-chief.

10. Who was appointed to fill this place?

George Washington.

11. How did he influence the soldiers?

He inspired them with reverence and enthusiasm. His height was six feet, two, and he seemed born to command.

12. When did the British finally leave Boston?

March 17, 1776, in seventy-eight ships and transports.

13. After the surrender of Lord Cornwallis, what did Washington do?

He went to see his mother at Fredericksburg, for he had not seen her in six years.

14. Who went with him?

Lafayette. And they found her at work in her garden. Lafayette began to tell her of the world-wide love bestowed upon her son, but she interrupted him by saying, "I am not surprised at what George has done, for he was always a good boy."

15. Who was Lord Fairfax?

A staunch loyalist, and when he heard that Washington had captured Cornwallis and all his army he called out to his black waiter—"Come

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Joe, carry me to my bed, for I'm sure it's time for me to die." He was now over ninety years of age.

"Then up rose Joe, all at the word,
And took his master's arm;
And to his bed he softly led
The Lord of Greenway farm.
"Then thrice he called on Britain's name,
And thrice he wept full sore;
Then sighed, 'O Lord, Thy will be done,'
And word spake nevermore."

16. Tell us something about Washington after he resigned command of the army.

He went to Mount Vernon to live, and, as he had spent so much of his own money during the war, he was obliged to practice very close economy; but he would accept nothing from Congress, for he had served his country from love alone.

17. What was his especial delight?

He took especial delight in beautifying the grounds about his house. Dinner at Mount Vernon was at half-past two, and if there was no company he would write until dark. He loved his wife's children as well as if they were his own, and always found time for his family; but the quiet of his house was soon to be disturbed.

18. In what way?

The unanimous choice of the nation was that he should fill the Presidential chair, and he was forced to accept.

19. When and where did the inauguration take place?

April 30, 1789, in New York City.

20. What did the people do in 1789 when he took the oath of office?

All the bells in the city were rung, the people cheered and there was a thundering of artillery. Then they went to St. Paul's Church on foot, where services were held. Brilliant illuminations and fireworks concluded the day.

21. Why did Washington accept a second term of office if he was so anxious for a quiet home life?

The people would have no one else, and he was obliged to accept to keep peace in the country he loved so well; but it was with a heartfelt sense of relief that he left the seat of government in 1797 and entered once more upon the quiet home life at Mount Vernon.

22. How did he spend the remaining years of his life?

In repairing houses that were fast going to ruin, making and selling a little flour each year, and amusing himself in agricultural and rural pursuits. He died in December, 1799, and his last words were, "'Tis well, 'tis well."—From "How to Celebrate Washington's Birthday," published by E. L. Kellogg & Co.

OUR PRESIDENTS.

(To the tune of "Yankee Doodle.")

George Washington is number one,
With whom begins the story;
John Adams then doth follow on
To share him in the glory.
Thomas Jefferson comes next,
A good old man was he.
James Madison is number four,
Twice President to be.

Chorus:
Our Presidents, hurrah! hurrah!
We'll give them three times three,
And may their memories ever live
In our hearts so brave and free.

Dear James Monroe was next in line,
Twice also did he rule us,
John Quincy Adams served us next,
And not once did he fool us.
Then Andrew Jackson came along,
So famous as a soldier.
Martin Van Buren took his place
To act as office holder.

And William Henry Harrison
Came next in the procession.
He died, and then John Tyler came,
Of the chair to take possession.
James K. Polk is on the roll,
He was an upright man.
Zachary Taylor followed him,
A dozen now we scan.

Millard Fillmore then was called
To rule o'er all our nation;
And after him one Franklin Pierce
Was called to fill the station.
James Buchanan was the next
Our President to be;
Then came Abe Lincoln, brave and true,
A mighty man was he.

Andrew Johnson's name is next
In the song which we are singing;
Then comes the name of U.S.Grant,
Let's set the rafters ringing;
And now we've got to R.B.Hayes,
The nineteenth name of all;
And James A. Garfield is the next
To answer to the call.

Chester Allen Arthur then
Comes forth to take his place;
And Grover Cleveland follows him,
The next one in the race
Harrison is eighty-eight
Was called to fill the chair.
And Cleveland then again was called
To rule our Country fair.

—*From "How to Celebrate Washington's Birthday."*

Published by E. L. Kellogg & Co.

[Some pupil finish this poem.]

BREVITIES CONCERNING THE LIFE OF WASHINGTON.

(For Twelve Boys.)

1. George Washington was born at Bridge's Creek, Virginia, February 22nd, 1732. His early home was a plain wooden farm-house, built

after the old Virginia pattern—four rooms on the ground floor, and an attic story with a long sloping roof.

2. Tradition names him "a fine, vigorous, healthy child." It also mentions that the little frock he wore at christening was fashioned in the colors red, white and blue—the same he chose for the flag of our Union.

3. Augustine Washington and his wife, the parents of George, were worthy, sensible, straightforward people, devoted to the care of their family and estates.

4. When George was three years old he was taken from Bridge's Creek to the banks of the Rappahannock, where he began to learn to read and write.

5. Soon after his father's death he went to live with his half-brother Augustine, and attended school kept by a Mr. Williams. There he received what would now be called a fair common school education.

6. He matured early, and was a tall, active, muscular boy. He could outwalk, outrun and outride any of his companions, as he could no doubt have thrashed them, too, though he was notably a peaceable, generous, noble-hearted play-fellow, without being the goody-goody prig that he is sometimes painted.

7. His mother, a widow with five children, was naturally anxious to place George, the eldest, in some position where he could earn his own living; and it was thought best for him to go to sea, at first, on a tobacco ship, with the hope that later he might join the crew of a man-of-war, or, perhaps, become captain of a trading steamer.

8. Many plans were made for his sea service, but his mother, who was very unwilling to give up her eldest son, finally decided against it. So he remained at home and studied surveying with his old tutor.

9. That Washington was a diligent student there can be no doubt. His range of reading was limited to the best books of the period.

10. There are still some early papers in existence belonging to his school days, chiefly fragments of school exercises, which show that he wrote a bold, handsome hand, and that he made geometrical figures and notes of surveys with the neatness and accuracy which clung to him in all his life work.

11. Washington as a youth was fond of out-door sports. His earliest expedition as a surveyor was to go beyond the Blue Ridge Mountains and survey the Fairfax estates. He was obliged to fight Nature, the Indians and the French. Henry Cabot Lodge said of him, "He went in a school-boy; he came out the first soldier in the land."

12. At sixteen he was tall and muscular and rather spare, as is the fashion of youth. He was well shaped, active and symmetrical; had light brown hair, broad forehead, grayish blue eyes, a manly, open face, with square, massive jaw, and a general expression of calmness and strength. The noble youth was the prophet of the old man.

FOR SMALL CHILDREN.

[Each child chosen to have a placard, upon which is clearly written the letter about which she will speak.]

This is for Worth, in Washington found,
That with his valor and courage abound.
A's for Ambition, a virtue so true,
Combined with all things that he had to do.
S is for Soldier, and each of us say
That in each battle his power held sway.
H is for Honesty, quality dear,
That in a man always ought to appear.
I, Independence; and how he did fight
To gain for our nation sweet "Liberty's" right.
N for his Nobleness, well known to all,
Whatever his dealings with large and with small.
G is for Grave in matters of war—
All quarrels he thought should be settled at law.
T for the Trust which in him was placed,
And never was known to be disgraced.
O for Obedience, highest of all,
Knowing so well 'twas "Liberty's" call.
For the Nation so proud to declare
Of this, their dear leader, these qualities rare.

Chorus—Let us pause to ask you all to join us—to say again:
"First in war—
First in peace—
First in the hearts of his countrymen."

—*From Intelligence.*

LIKE GEORGE WASHINGTON.

(Recitation.)

We can not all be Washingtons,
And have our birthday celebrated;
But we can love the things he loved,
And we can hate the things he hated.

He loved the truth, he hated lies,
He minded what his mother taught him,
And every day he tried to do
The simple duties that it brought him.

Perhaps the reason little folks
Are sometimes great when they grow taller,
Is just because, like Washington,
They do their best when they are smaller.

—*The Sunbeam.*

SOMETHING BETTER.

(For a Very Little Girl.)

I cannot be a Washington,
However hard I try,
But into something I must grow
As fast as the days go by.

The world needs women good and true,
I'm glad I can be one,
For that is even better than
To be a Washington.

—*Clara J. Denton.*

LIKE WASHINGTON.

(Recitation For a Very Little Boy.)

I think I'll be like Washington,
As dignified and wise;
Folks always say a boy can be
A great man if he tries.

And then, perhaps, when I am old,
People will celebrate
The birthday of John Henry Jones,
And I shall live in state.

John Henry Jones is me, you know,
Oh, 'twill be jolly fun
To have my birthday set apart,
Like that of Washington.

WASHINGTON'S BIRTHDAY.

'Tis splendid to live so grandly,
That long after you are gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year, with banner and drum,
Keeps its thoughts of your natal day.

—*Margaret Sangster.*

IF.

(Recitation.)

Suppose he had told stories;
Suppose he'd had no pluck;
Suppose he had been idle
And trusted things to luck;
Suppose he had not carried
That message through the snow;
Suppose when war guns called him
He had refused to go;

Suppose he had been cruel
And cowardly and base;
Would every year be willing
To give his day a place?
But Washington resisted
The evil round the way.
That's why his name is honored,
His day a holiday.

—*Selected.*

MARYLAND DAY.

MARCH 25TH.

Exercises in the public schools to be held Friday, March 24, 1916.

Topic: "THE CORNERSTONE OF OUR FEDERAL UNION."

SUGGESTIVE PROGRAM.

Song.
Scriptural Reading.
Reading of Selections by the Teacher.
Appropriate Quotations by the Pupils.
Essay: "*Maryland's Service to the Nation.*"

Song.
Recitations.
Reading: "*The Maryland Instructions.*"
Explanations of the State Seal and The Maryland Flag.

Flag Drill.
Essay: "*The Northwest Territory Question.*"
The Unfurling of a Maryland Flag.
Short Talk by a Trustee.
Address on the Topic by an Invited Guest.
Song: "*Maryland, My Maryland.*"

A FEW REFERENCES.

Maryland's Influence in Founding a National Commonwealth, or the History of the Accession of Public Lands by the Old Confederation. By Herbert Adams. Peabody Fund Publication, No. 11, of the Maryland Historical Society, Baltimore. An able and thorough discussion of our topic.

Maryland's Influence Upon Land Cessions to the United States. Herbert Adams. Johns Hopkins University Studies in Historical and Political Science, Third Series, No. 1, Johns Hopkins Press, Baltimore. 75 cents. Practically identical with the foregoing.

State Government in Maryland, 1777-1781. By Beverly W. Bond, Jr. Johns Hopkins University Studies. Twenty-third Series, Nos. 3-4. Johns Hopkins Press, Baltimore. 50 cents. Pages 20-35 give a brief but careful account of our topic, covering a few points not mentioned by Prof. Adams.

STATE TEACHERS COLLEGE
LIBRARY
TOWSON, MD.

The Critical Period of American History. John Fiske. Houghton, Mifflin and Company. Regular list price, $2.00. This is an accurate, interesting and thorough account of the period under consideration; Maryland's special influence is sympathetically treated in pages 187-196.

Maryland Laid the Cornerstone of Our Federal Union.

We measure the worth of an individual life by its achievements and its contribution to the lives and happiness of others. If we apply this standard to an aggregation of people who constitute a state every Marylander should feel justly proud that it was our State that conceived the idea of creating a national domain beyond the Alleganies and a Marylander who offered in Congress a resolution to the effect that the United States in Congress assembled should have the sole right to determine and fix the Western boundary of those States (particularly New York, Massachusetts, Connecticut and Virginia) as claimed that their charters extended to the Mississippi river; and lay out the land so ascertained into separate and independent States as conditions might justify. The resolution was so unique and the position taken by the Maryland delegation was so bold that they were laughed at and ridiculed by the representatives of those States which claimed the lands of what was then known as the Northwest Territory. The study of this Northwest Territory question is necessary not only as a matter of historical interest but as furnishing us the key to the formation of a national union as the result of the creation of a national domain between the Alleganies and the Mississippi. The French, before the French and Indian War (1754-1760), claimed all the Mississippi basin West of the Appalachian watershed and built a line of forts for defense of their possessions. The British colonists formed a company to settle the Ohio Valley which resulted in a clash of arms at what is now Pittsburgh (July 4th, 1754). The hostilities between the Colonists brought on the Seven Years' War in Europe. In this conflict the farsightedness of the Elder Pitt gained for the English race all the territory East of the Mississippi, while the Louisiana Territory was given Spain, according to The Peace of Paris (1763). Virginia's charter was the first to be given by the Crown, and her claims to the territory in question antedated all others and it was Virginia who most stoutly resisted the position taken by Maryland. Next to Virginia, New York, Massachusetts and Connecticut were the strongest rivals that their boundaries extend to the "Western Waters." It did not take even a philosopher to see that if the more formidable States were to have the advantages which would accrue from such extended areas, the smaller ones, without such resources, would be victims of tyranny and finally

would be crushed by superior adversaries. It is possible that Maryland's representatives took the position they did as a means of protection—to save her identity and prestige; and even if this were her motive it was a worthy one. But behind it all there seemed to be a larger vision of duty which had for its object the formulation of a plan which would bind the States into a union by providing this national domain to become the common property of all the States. As Mr. Fiske says it was the "critical period" in our history; for, while independence had been won there were many aggravating conditions —jealousies and rivalries—brought about because the States had not been cemented together through adequate provision for a Federal Union. The cession of this Northwest territory to the United States was the result of Maryland's bold and uncompromising stand against the ratification of the Articles of Confederation, until New York, Massachusetts, Virginia and Connecticut ceded their titles in this land which they finally did. With this surrender of claims into the hands of the United States—this domain becoming the common property of the Confederacy—the Confederation was realized and perfected and thus was laid the cornerstone of our Federal Union.

MARYLAND'S INITIATIVE AND GUIDING PART IN THE SETTLEMENT OF "THE NORTHWESTERN TERRITORY QUESTION."

It is well known that the more or less cloudy claims of various European countries to portions of what of our national domain extends from the warm waters of the Gulf to the Canadian border and from the stormy Atlantic to the calmer waters of the Pacific ocean had by 1763, through the Treaty of Paris, resolved themselves into Spanish claims allowed which included centrally the present State of Florida and the present State of Louisiana region and chiefly all the trans-Mississippi lands; and

Second, English claims which covered the lands back of their settlements, Canada, and the Western country as far as the Mississippi River.

Perhaps the richest portion of those lands then acknowledged as English lay in the great triangle east of the Mississippi, south of the Great Lakes and northwest of the Ohio, containing about one hundred and seventy million acres.

For a perfect map of that area—the Northwestern Territory—as well as of the various areas of all the thirteen United States of 1783, I refer to page 48 in Volume III of Woodrow Wilson's very interesting and enlightened "History of the American People."

That triangular Northwest Territory, the great, rich, finely watered and wooded and crucial expanse about a thousand miles long on each of its sides was destined to be the theatre in which would be applied

afresh and collectively the theories of government adopted by the United States in their Federation perfected on March 1st, 1781. But if from the Treaty of Paris in 1783 it was solely English territory until by the Treaty of January 14th, 1784, ratified with Great Britain in the Old Senate Chamber in Annapolis, it became the territory of the United States of America, there yet remained the vexed and vexing question as to which of those States owned all or some of it.

Virginia, proud and glorious mother of States and of statesmen, claimed it under her Second Charter of 1609. Nor did she abandon that claim until long years afterwards as we shall presently see. "From sea to sea, west and northwest; and also all the islands lying within one hundred miles along the coast of both seas of the precinct (sic) aforesaid" she claimed, and when we remember that the sea thus referred to in her Second Charter, that of 1609, were the Atlantic and the Pacific, we realize why her gallant and devoted children named her "The Old Dominion."

But by 1783 her actual claims had delimited themselves as follows: Say, the southermost fourth and the most northern two-fifths of the Northwest Territory.

Massachusetts, vigorous and aspiring, claimed what is now southern Michigan and Wisconsin, that is, the land embraced within the westward extension of her present southern boundary and of her ancient northern limit that lay in parallelogram shape say 100 miles wide and stretching east and west from the southern end of Lake Huron to the Mississippi River.

Connecticut, ever energetic and colonizing, contented herself with a claim of similar physical shape immediately south of the above land, but extending to what is the present western line of the State of Pennsylvania.

Whilst the lusty and complexly wealthy State of New York, in conflict with Virginia, claimed under the Duke of York Grant of 1664, and under various treaties with the Iroquois Conquerors what now is Ohio and most of northern Kentucky. So were marshalled the claims of the four States to the famous Northwest Territory.

All of them pressed forward to settle their variously claimed sections of it. Foremost amongst them was Virginia with her "Ohio Company" of Thomas Lee, and Lawrence and Augustine Washington and other worthies, and her George Rogers Clark military occupation expedition sent out under the Virginian Governorship of Patrick Henry.

So matters went until in the year 1781, the question of the treatment of "The Northwestern Territory" became acute. Briefly summarized it may thus be stated: Should that wonderful domain be used to discharge the general obligations of the United States to their Revolutionary soldiers and be developed into new Territories and States organized and parcelled out as the Congress might enact under the

new Confederation, or should that splendid expanse be treated as the property of Virginia, Massachusetts, Connecticut, and New York subject, of course, to their statehood guidance and promising to yield them preponderating weight in the general councils and in the commercial development involved in the "More Perfect Union" sought to be accomplished by the New Articles of Confederation?

Here in clear and manly words Maryland spoke, and then persistently acted for the general welfare as will be duly set forth in the following chronological summary of her guiding participation in the settlement of the Northwest Territory question.

She initiated Congressional action in the case on October 15th, 1777, seeking to assert national sovereignty over that "Northwest Territory." Her declaratory resolution preceded the submission of the Articles of Confederation by one month and claimed for the United States in Congress assembled the sole and exclusive right and power to ascertain and fix the western boundary of such States as claim to the Mississippi or South Sea, and lay out land beyond the boundary, so ascertained into separate and independent States from time to time as the numbers and circumstances of the people may require. Mr. Herbert B. Adams in his "Maryland's Influence Upon Land Cessions to the United States," in Series Third of John Hopkins University Studies, a number of which I freely quote in this article, as also I glean from Fiske and from Wilson, here adds with sententious force "*Only Maryland voted in the affirmative.*" But only in the beginning of most things is truth lonely. In the end truth shall prevail as through the leadership of Maryland it was to prevail and bring about for the National good the use of the National Northwestern Territory. Long was Maryland alone in that noble advocacy, but despite the opposition of varying reasons of all her twelve sister States which had induced them a few days after the above Maryland Resolution to pass as a Roland for her Oliver this clause additional to the Ninth Article of the Confederation "That no State should be deprived of territory for the benefit of the United States," she held to her point.

Gradually eleven of her twelve sisters signed the Articles of Confederation, Vermont for certain reasons was not allowed to do so till 1788, I believe. From February 22nd, 1779, when the issue was definitely joined, Maryland alone of all the United States fought on to the triumph of the principle she had uttered on October 15th, 1777. The instructions she gave her delegates on this subject were read in Congress on May 21st, 1779, and forbade them to ratify the Articles of Confederation before the land claims (Northwestern Territory Claims) were placed on a different basis. Now we have seen what basis she demanded. Those "Instructions" should appear in full in this pamphlet: I believe they will do so—the heart of them is that the "Northwestern Territory" in question "Should be considered as common prop-

erty, subject to be parcelled out by Congress into free, convenient and independent governments * * *." The Maryland Legislature "declared" similarly and Maryland's William Paca, and George Plater in Congress introduced and caused to be passed a resolution calling on Virginia to reconsider her procedure to parcel out in land grants the portion of the Northwest Territory claimed by her. Virginia remonstrated again and the New York Legislature passed an act in opposition to the Maryland Instructions. But Virginia, that magnanimous commonwealth, began to recognize the noble force of the Maryland argument, and New York became sensible of it and the growth of the National spirit worked upon Connecticut and Massachusetts as well. A committee of Congress brought in a report calling on the States claiming the Northwest Territory to yield it for the general good and appealing to the Maryland Legislature to authorize their delegates in Congress to subscribe the said Article (of Confederation).

But Maryland awaited the definite surrender of the mooted claims of Virginia, New York, Connecticut and Massachusetts to *apportion* the Northwest Territory as their property.

"* * * Congress declared that it would reimburse any particular State for expenses incurred since the commencement of the War in subduing any part of the Western Territory." This led to a grant of some four million three hundred thousand acres of the Northwest Territory to Virginia and the recognition that she owned Kentucky and the similar granting of about four million one hundred thousand acres to Connecticut.

Virginia by an act of January 2nd, 1781, virtually acceded to the Maryland demand. And so acted New York as of March 1st, 1781, on which date Maryland "ratified the Articles of Confederation and the first legal Union of the United States was complete."

True it was that Virginia reserved to herself jurisdiction over the County of Kentucky, and that Connecticut reserved to herself jurisdiction over all her back lands, but the Maryland Legislature, to offset those reservations, had in the resolutions authorizing the ratification of the Articles of Confederation used these words: "It is hereby declared, that, by acceding to the said Confederation, this State does not relinquish, or intend to relinquish any right or interest she hath, with the other united or confederated States to the back country, but claims the same as fully as was done by the Legislature of this State, in their declaration which stands entered on the Journals of Congress." All the reserved jurisdiction claims really amounted to nothing, for it had been settled, that the General Government, not the claimants, was to grant lands in the Northwest Territory and to form it into Territories and States.

However, it was not until September 13th, 1783, that Congress accepted the offer of Virginia, after having her "waive her demands

of a guaranty of Virginia's boundary and the annulling of the other titles to the Northwest Territory."

Indeed, only Virginia's claim, based on the 1609 Charter, and the George Rogers Clark Exploration; and New York's claim, based on the Iroquois Nation's grant to them, were capable of being substantiated. The Charter claims of Massachusetts and of Connecticut were capable of being swallowed up in the aforesaid Charter claim of Virginia. Knowing all that Maryland having uttered her aforequoted Legislative resolution of February 2nd, 1781, entered the Union March 1st, having gained these essential things for the General Government: 1st, the recognition of its sovereignty over the Northwestern Territory. 2nd, one hundred and sixty million acres of it for the general financial purposes of the government, including settlement of soldiers' pay and the enormous centripetal influence upon the new Confederation which the direction of so much property in common predicated. 3rd, the national management of that principality, both as to land granting and the forming of States.

True, Virginia retained for herself about four and a half million acres; and Connecticut about as much; as I have said, and that it was not till April 19th, 1785, that Massachusetts formally ceded her vapory western land claims together with jurisdiction over them, and that Connecticut followed suit no earlier than September 14th, 1786, for most of her claim and that the last of it, a small acreage, was not finally ceded till May 30th, 1800.

But what was the jurisdiction of Massachusetts and of Connecticut in opposition to that of the allowed sovereignty of the United States? That point was never academically settled and did not require settlement before Maryland, having gained her point, could join the Union. Nor ought she to have waited, nor did she wait, before that union, for Virginia to literally carry out her undertakings in the matter of cessions to the General Government. The case was settled her way by agreement. Only the academic details had to wait before the understood conclusions was certified.

The General Government managed in the Northwestern Territory through agreement granted upon Maryland's initiative, for the enforcement of that agreement from February 5th, 1777, until March 1st, 1781, when she ratified the Article of Confederation, Maryland had remained an absolutely independent sovereignty, contributing gloriously her quota of men and of money with which to overcome the British foe, but doing so in all regards as became a State not organically connected with any other.

In tempered strength and with splendid persistence she preserved her independence for Freedom's sake, and so of herself, wrought into the nation's government three great principles essential to its perpetuity.

"MARYLAND'S INFLUENCE IN FOUNDING A NATIONAL COMMONWEALTH."

Through the Results of Her Efforts to Establish a National Domain Northwest of the Ohio River.

"The credit of suggesting and successfully urging in Congress, that policy which has made this country a great national commonwealth, composed of 'free, convenient and independent governments,' * * * belong to Maryland, and to her alone."—*Herbert B. Adams.*

"When we come to trace out the results of her action, we shall see that just as it was Massachusetts that took the decisive step in bringing on the Revolutionary War when she threw the tea into Boston harbor, so it was Maryland that, by leading the way toward the creation of a national domain, laid the corner-stone of our Federal Union."—*John Fiske.*

The foregoing quotations are certainly sufficiently striking, and indicate that the influence of Maryland during the formative period of our Federal Union was much greater than the State usually gets credit for. In 1877, Prof. Herbert B. Adams, of the Johns Hopkins University, eminent as a teacher and writer of history, read before the Maryland Historical Society a monograph entitled, "Maryland's Influence in Founding a National Commonwealth," in which he clearly proved that his statement is true. Since that time more or less recognition of this truth has been accorded by historians of the United States, most clearly by John Fiske in his "Critical Period of American History." Yet the explanation of the matter is not simple, for to explain our topic with any real clearness we must at once leave the bounds of our own State, and study the history of other States and of the United States, both before and after the period immediately under consideration. This has been done in the article contributed by Mr. DeCourcy W. Thom and will be omitted here.

The Critical Period of American History.

On March 1st, 1781, Maryland ratified the Articles of Confederation. The Marylanders most prominently connected with this epoch-making policy of the State seem to have been Daniel Carroll, William Paca, George Plater, and James Forbes.

We are now in a position to examine more fully the reasons why Maryland's policy was of such vast importance. We must seek the answer in the history of the period between the Revolution and the adoption of the present Constitution, now generally recognized as the "critical period" of our history.

The Revolutionary War was begun to compel the redress of grievances, and continued and fought to a successful conclusion for inde-

pendence. The idea of union was only incidental, and adopted because the colonies realized that they must stand together to protect the rights and attain the ends for which all were striving. Many people even regarded a union as a necessary evil. What was generally desired was a friendly league for mutual defense and the conduct of necessary common business. We can all see now the necessity for a strong Federal government, how the country has prospered under the plan, and what a splendid example this has been to all the world. But hardly anybody dreamed of such a thing then; the people feared a strong central government, and thought it might practice the same tyrannies that Great Britain had. Hence the Articles of Confederation provided for a weak and inadequate government: one that could not collect taxes, could not regulate commerce, could not enforce treaties or any of its own legislation, and did not operate at all on individuals. The States did not support it properly, the delegates often remained away from the Congress, and the Confederate government fell into contempt. The States, of course, fell to quarreling among themselves. Industrial, religious and social differences often led to mutual dislike; and this condition was greatly fostered by the difficulty of communication. This was before the day of the railroad, the telegraph and numerous daily newspapers containing the history of the world twice daily. A trip from Baltimore to New York was a more serious matter than a journey from Baltimore to San Francisco is today. As a consequence people knew comparatively little of each other and suffered from mutual misunderstandings. Hence this was the critical period of our history as a Federal Republic, when it was really uncertain whether we should become a great nation or a group of warring States to be absorbed by some foreign tyrant or annexed to the strongest of themselves.

What were the influences for union that overcame all these difficulties, and welded the States together under the Constitution into a real nation? Partly sentiment growing out of their common struggle for independence, partly the common danger from outside, partly the obvious need of better regulation of common internal interests; but especially *common interest in their common property—the western lands.* Says Prof. Adams: "It was the public interest of the original States in the western lands, as means of satisfying army claims and defraying the expenses of the war, which held together thirteen *de facto* sovereign powers after independence had been achieved and the recommendations of Congress had become a laughing-stock. When the war was over these jealous powers would have fallen apart if there had been no other influence than Congress to hold them together. It was only external pressure that had united the colonies, and without *permanent territorial interests Congress* would have been, indeed, 'a shadow without the substance,' as Washington termed it."

But how did the States happen to own, *as a Union*, this public domain? *Because of the far-sighted policy of Maryland*, adopted as soon as a Union was proposed and pushed under great difficulties to a successful conclusion. Nor was this the only respect in which that policy had aided in the establishment of a truly national government. When the States had ceded their claims to the Confederacy, it became necessary for Congress to govern them, and in meeting this necessity Congress was obliged to exercise powers of sovereignty that the Articles of Confederation did not confer. Ordinances of far-reaching importance were passed, the people were led to realize the necessity for a strong central government, and this proven necessity in dealing with the public lands later furnished the advocates of our present Constitution with powerful arguments for its adoption. The possession of these lands therefore not only constituted a strong bond of union, but served to demonstrate the necessity of a national government possessed of sovereign powers.

Conclusions.

A review of the facts enables us to appreciate the enormous extent of "Maryland's influence in founding a national Commonwealth." At the time of the Revolution the western lands were claimed by several of the new States, while several of the others thought the lands should be the common property of all. But only Maryland fought on to victory for the nation, and only Maryland showed any appreciation of the fact that this disposition of the lands was "necessary for rendering the Union lasting." The ownership and sovereignty of this territory, thus secured to the Confederacy, became both a powerful bond of union and the occasion for practical demonstration of the absolute need of a sovereign, national government.

Surely, then, Prof. Adams was justified in saying that it was a Maryland policy that led to the founding of a true, national commonwealth; as was Mr. Fiske in saying that Maryland laid the cornerstone of the Federal Union.

THE MARYLAND INSTRUCTIONS.

Instructions of the General Assembly of Maryland, to George Plater, William Paca, William Carmichael, John Henry, James Forbes, and Daniel of St. Thomas Jenifer, Esqrs.:

Gentlemen: Having conferred upon you a trust of the highest nature, it is evident we place great confidence in your integrity, abilities and zeal to promote the general welfare of the United States, and the particular interest of this State, where the latter is not incompatible with the former; but to add greater weight to your proceedings in Congress, and to take away all suspicion that the opinions you there deliver, and the votes you give, may be the mere opinions of individ-

uals, and not resulting from your knowledge of the sense and deliberate judgment of the State you represent, we think it our duty to instruct you as followeth on the subject in which, unfortunately, a supposed difference of interest has produced an almost equal division of sentiments among the several States composing the union: We say a supposed difference of interests; for, if local attachments and prejudices, and the avarice and ambition of individuals, would give way to the dictates of a sound policy, founded on the principles of justice, (and no other policy but what is founded on those immutable principles deserves to be called sound), we flatter ourselves this apparent diversity of interests would soon vanish; and all the States would confederate on terms mutually advantageous to all; for they would then perceive that no other confederation than one so formed can be lasting. Although the pressure of immediate calamities, the dread of their continuance from the appearance of disunion, and some other peculiar circumstances, may have induced some States to accede to the present confederation, contrary to their own interests and judgments, it requires no great share of foresight to predict, that when those causes cease to operate, the States which have thus acceded to the Confederation will consider it as no longer binding, and will eagerly embrace the first occasion of asserting their just rights and securing their independence. Is it possible that those States, who are ambitiously grasping at territories, to which in our judgment they have not the slightest shadow of exclusive right, will use with greater moderation the increase of wealth and power derived from those territories, when acquired, than what they have displayed in their endeavors to acquire them? we think not; we are convinced the same spirit which hath prompted them to enlist on a claim so extravagant, so repugnant to every principle of justice, so incompatible with the general welfare of all the States, will urge them on to add oppression to injustice. If they should not be incited by a superiority of wealth and strength to oppress by open force their less wealthy and less powerful neighbors, yet the depopulation, and consequently the impoverishment of those States, will necessarily follow, which, by an unfair construction of the Confederation, may be stripped of a common interest in, and the common benefits derivable from the western country. Suppose, for instance, Virginia indisputably possessed of the extensive and fertile country to which she has set up a claim, what would be the probable consequences to Maryland of such an undisturbed and undisputed possession? They cannot escape the least discerning.

Virginia, by selling on the most moderate terms a small proportion of the lands in question, would draw into her treasury vast sums of money, and in proportion to the sums arising from such sales, would be enabled to lessen her taxes; lands comparatively cheap and taxes comparatively low, with the lands and taxes of an adjacent State,

would quickly drain the State thus disadvantageously circumstanced of its most useful inhabitants, its wealth; and its consequence in the scale of the Confederated States would sink of course. A claim so injurious to more than one-half, if not to the whole of the United States, ought to be supported by the clearest evidence of the right. Yet what evidences of that right have been produced? what arguments alleged in support either of the evidence or the right; none that we have heard of deserving a serious refutation.

It has been said that some of the delegates of a neighboring State have declared their opinion of the impracticability of governing the extensive dominion claimed by that State: hence also the necessity was admitted of dividing its territory and erecting a new State, under the auspices and direction of the elder, from whom no doubt it would receive its form of government, to whom it would be bound by some alliance or confederacy, and by whose councils it would be influenced; such a measure, if ever attempted, would certainly be opposed by the other States as inconsistent with the letter and spirit of the proposed Confederation. Should it take place, by establishing a sub-confederacy, *imperium in imperio*, the State possessed of this extensive dominion must then either submit to all the inconveniences of an overgrown and unwieldy government, or suffer the authority of Congress to interpose at a future time, and to lop off a part of its territory to be erected into a new and free State, and admitted into the confederation on such conditions as shall be settled by nine States. If it is necessary for the happiness and tranquility of a State thus overgrown, that Congress should hereafter interfere and divide its territory; why is the claim to that territory now made and so pertinaciously insisted on? We can suggest to ourselves but two motives; either the declaration of relinquishing at some future period a portion of the country now contended for, was made to lull suspicion asleep, and to cover the designs of a secret ambition, or if the thought was seriously entertained, the lands are now claimed to reap an immediate profit from the sale. We are convinced, policy and justice require that a country unsettled at the commencement of this war, claimed by the British crown, and ceded to it by the treaty of Paris, if wrested from the common enemy by the blood and treasure of the thirteen States, should be considered as a common property, subject to be parcelled out by Congress into free, convenient and independent governments, in such manner and at such times as the wisdom of that assembly shall hereafter direct. Thus convinced, we should betray the trust reposed in us by our constituents, were we to authorize you to ratify on their behalf the Confederation, unless it be farther explained; we have coolly and dispassionately considered the subject; we have weighed probable inconveniences and hardships against the sacrifice of just and essential rights; and do instruct you not to agree to the Confederation, unless an article or arti-

cles be added thereto in conformity with our declaration: should we succeed in obtaining such article or articles, then you are hereby fully empowered to accede to the Confederation.

That these, our sentiments, respecting the Confederation may be more publicly known and more explicitly and concisely declared, we have drawn up the annexed declaration, which we instruct you to lay before Congress, to have it printed, and to deliver to each of the delegates of the other States in Congress assembled, copies thereof, signed by yourselves or by such of you as may be present at the time of the delivery; to the intent and purpose that the copies aforesaid may be communicated to our brethren of the United States, and the contents of the said declaration taken into their serious and candid consideration.

Also we desire and instruct you to move at a proper time, that these instructions be read to Congress by their secretary, and entered on the Journals of Congress.

We have spoken with freedom, as becomes freemen, and we sincerely wish that these, our representations, may make such an impression on that assembly as to induce them to make such addition to the Articles of Confederation as may bring about a permanent union.

Proceedings of December 15, 1778.

THE GREAT SEAL OF MARYLAND.

The Great Seal of Maryland possesses exceptional and unique interest, because, unlike that of most other States it is a beautiful historic device. Most of our States have seals on which agriculture, mining, or some other industry; or plenty, or freedom are emblematically represented. But the Seal of Maryland is that used by her colonial proprietary two hundred and fifty years ago, and contains in beautiful symbol some of the early history of the State. Shortly after the Revolution, Maryland, in common with other American States, altered her seal, but after several changes our General Assembly, in 1876, restored the original Great Seal of the Province.

According to Lord Baltimore's own description (written in 1648), "on one side thereof is ingraven our Figure (Lord Baltimore's) in Compleat Armour on Horse Back with our Sword drawn and our Helmett on and a Great Plume of Feathers affixed to it, the Horse trappings, furniture and caparisons being adorned with the figure of our Paternal Coat of Arms and underneath the Horse a Sea Shoar engraven with Certain Flowers and Grass Growing upon it and this Inscription about that Side of the Seal," viz., etc. Then follows a Latin inscription meaning, "Cecilius Absolute Lord of Maryland and Avalon, Baron of Baltimore." On the other side were the Calvert arms and those of the Crossland family (Alicia Crossland being the mother of George

Calvert); these were supported by a plowman on one side and a fisherwoman on the other, and rested on a scroll bearing the motto, *Fatti Macshii parole femine.* This is an ancient Italian proverb and seems to mean literally, "Deeds are males, words female," but is usually rendered, "Deeds are manly, words womanly," or "Manly deeds, womanly words." Above the arms was a count palatine's cap and a helmet, behind an ermine robe, and about all a Latin motto, *Scuto bonae Voluntatis tuae Coronasti Nos.* This is from Psalms V, 12, and is translated "Thou has crowned us with the shield of thy good will," and probably refers to the kindness of the King to Lord Baltimore, although it may also be a pious expression of thanks to Providence.

THE MARYLAND FLAG.

The Province of Maryland used a beautiful flag, the design of which was the Calvert and Crossland arms, as contained on the shield. In 1904, the General Assembly legalized this flag. The Act describes this flag as follows: Quartered—the first and fourth quarters being paly of six pieces, or and sable, a bend dexter counterchanged; the second and third quarterly, argent and gules, a cross bottony countersigned; that is to say, the first and fourth quarters consist of six vertical bars alternately gold and black with a diagonal band on which the colors are reversed, the second and third consisting of a quartered field of red and white, charged with a Greek cross, its arms terminating in trefoils, with the coloring transposed, red being on the white ground and white on the red, and all being as represented upon the escutcheon of the present Great Seal of Maryland.

Topics discussed since "Maryland Day" was first celebrated in the schools:

1904—"The Landing of the Pilgrims."
1905—"Religious Toleration in Maryland."
1906—"Maryland's Influence in Founding a National Commonwealth."
1907—"Beginnings of Popular Government in Maryland."
1908—"Maryland's Part in Winning Our Independence."
1909—"Maryland's Contribution to American Literature."
1910—"Education in Maryland."
1911—"Marylanders of National Fame."
1912—"The Founding of the Maryland Colony and Its First Half Century."
1913—"The Ancient City and How It Came to be the Capital of Maryland."
1914—"Our Historic Metropolis."
1915—"The Public School System of Maryland."

ARBOR AND HIGHWAY DAY.

(Day to be named by the Governor of Maryland.)

TO THE PUBLIC SCHOOLS OF MARYLAND:

Arbor Day had its inception where the need of trees was felt by a comparatively treeless State. It had its beginning in Maryland when the necessity of protecting those already growing, and of planting others, became apparent, to those who had the welfare of their State at heart. In both, though the States themselves are far apart, the day, and the idea which prompted it, found instant favor. It served a useful purpose, and observance of Arbor Day spread to most other States, and to countries of Europe and Asia. As the idea has spread in application, so has conception of it been enlarged to cover the larger field of forest conservation. It is a day of celebration for schools, distinctively, and as such deserving of hearty support. The first observance of Arbor Day by public schools of Maryland was authorized by legislative act of 1900, and is now a day set apart for annual observance by proclamation of the Governor. It is the wish of the Board that the programme which follows this letter may be an aid to its real meaning and signficance.

Maryland, through its State Board of Forestry, is now developing and husbanding her forest resources; guarding important water powers; conducting studies of forest conditions comprehensive enough to take in the State's entire wooded area; planting and protecting public roadside trees; and distributing information relative to these and allied subjects. Furthermore, the Board is anxious to secure practical cooperation with schools by means of forestry exhibits loaned to them; identification of tree leaves and insects which pupils may find and wish to know; suggestions and advice for the planting of school grounds which may require only trees to make them desirable places for study and recreation; or in any other way which may contribute to a better understanding of all things pertaining to the forests and forestry of Maryland.

Very sincerely yours,

F. W. BESLEY,

State Forester of Maryland.

A TENTATIVE PROGRAMME FOR THE OBSERVANCE OF ARBOR AND HIGHWAY DAY IN THIS STATE

Prepared expressly for use in the State of Maryland Teachers' Year Book for the years 1915-1916, by the State Board of Forestry, at Johns Hopkins University, Baltimore, Maryland.

A PROGRAMME FOR ARBOR AND HIGHWAY DAY 1916

Song—"An Anthem for Arbor Day"_____The School
Reading—The Governor's Proclamation_____The Teacher
Declamation—Why We Celebrate Arbor Day_____A Pupil
Recitation—"Plant a Tree"_____A Pupil
Declamation—The Influence of Trees_____A Pupil
Exercise—"What the Trees Teach Us"_____Fourteen Pupils
Reading—The Value of Forests_____A Pupil

Address of the Day

Exercise—"Trees of the Fragrant Forest"_____Seven Pupils
Reading—"Plant Trees"_____The Teacher
Recitation—"Small Beginnings"_____A Pupil
Reading—How and What to Plant_____A Pupil
Song—"Plant a Tree"_____The School

Followed by Planting of Trees

AN ANTHEM FOR ARBOR DAY

(Air: "America")

Joy for the sturdy trees!
Fanned by each fragrant breeze,
Lovely they stand!
The song birds o'er them trill,
They shade each tinkling rill,
They crowd each swelling hill,
Lowly or grand.

Plant them by stream and way,
Plant where the children play,
And toilers rest,
In every verdant vale,
On every sunny swale,
Whether to grow or fail,—
God knoweth best.

Select the strong, the fair,
Plant them, with earnest care—
No toil is vain.
Plant in a fitter place,
Where, like a lovely face,
Let in some sweeter grace,
Change may prove gain.

God will His blessing send—
All things on Him depend.
His loving care
Clings to each leaf and flower
Like ivy to its tower.
His presence and His power
Are everywhere.

—*Samuel F. Smith.*

WHY WE CELEBRATE ARBOR DAY.

We celebrate Arbor Day, not alone because it is an anniversary first observed, and years ago, by a treeless State which wished to bring about its own improvement; not alone because it is a day for beautifying our yards and streets, our homes and schools, the places where we live and work and play, though all this is in itself highly important and most appropriate; but because it is one day when the beauty of trees and the value of the forest may be especially brought home to us in the exercises and the planting appropriate to this day.

Getting acquainted with Nature, at once a study and a pastime, is something that should be pursued diligently through each school year. Nature as a whole possesses limitless possibilities for the student, and in this field, broad as it is long, none of her wonders are as potent or full of meaning for us as the forest. The source of numerous necessities and many luxuries; the haunt of bird, and beast, and fish; a substantial contributor to the physical comfort of our homes and the aesthetic beauty of the landscape, the importance of the American forest may not easily be overrated. To put in application many of these teachings we have Arbor Day.

The improvement of yards and streets by the planting of useful and attractive trees may well be varied by the reforestation of bits of waste land with species which have a high commercial value. Constructive work like this, planned with care, skilfully carried out, and faithfully tended in the months and years that follow, cannot fail to inspire in others a desirable regard for trees and the benefits to be derived from their planting, acquaintance, and use.

PLANT A TREE

He who plants a tree
Plants a hope.
Rootless up through fibers blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clods of time
Unto heavens sublime.
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree
Plants a joy.
Plants a comfort that will never cloy—
Every day a fresh reality.
Beautiful and strong,
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee!

He who plants a tree,
He plants peace.
Under its green curtains jargons cease;
Leaf and zephyr murmur soothingly;
Shadows, soft with sleep,
Down tired eyelids creep,
Balm of slumber deep.
Never hast thou dreamed, thou blessed tree,
Of the benediction thou shalt be.

He who plants a tree,
He plants youth:
Vigor won for centuries, in sooth;
Life of time, that hints eternity!
Boughs their strength uprear,
New shoots every year
On old growths appear.
Thou shalt teach the ages, sturdy tree,
Youth of soul is immortality.

—*Abridged, from the poem by Lucy Larcom.*

THE INFLUENCE OF TREES.

There is very little doubt that nearly every one is sensible, in greater or less degree, to the influence of trees. It may be only an appreciation of the physical comfort which their presence affords beside dry, dusty streets in the summer's heat, or of the protection which others of the great tree family, the "evergreens", furnish in an efficient shield from storm and wind in colder seasons. Some of us may be aware of less substantial, though no less tangible, benefits enjoyed in the proximity of forest or shade tree. The sturdy forms and clinging coats of the conifers are a refreshing sight against the drab background of a winter's landscape, and the unfolding of the hardwoods' leaves is one of the most anticipated signs of spring.

There have been men, now famous, whose habit it was in years gone by to seek out the quiet of the forest to aid them in the forming of great thoughts and plans. The forests of early times were not without some influence upon the lives and characters of those who first set foot upon this land. An agricultural country, with fields all ready for the tillers, a more friendly climate, and fewer hardships could never have produced so hardy and in every way so strong a race of men as those who settled here and those who followed them. This early influence is now no longer felt. In the place of that great body of virgin woodland we have scattering patches of forest in the country, shade and street trees along the highways and in the cities. Yet they are still an influence for good, refreshing by their presence, and an incentive to the improvement of surroundings which often need only trees to make them in all ways attractive and desirable.

WHAT THE TREES TEACH US—

An Exercise for fourteen small pupils.

First Pupil—

I am taught by the Oak to be rugged and strong
In defense of the right; in defiance of wrong.

Second Pupil—

I have learned from the Maple, that beauty to win
The love of all hearts, must have sweetness within.

Third Pupil—

The Beech, with its branches wide spreading and low,
Awakes in my heart hospitality's glow.

Fourth Pupil—

The Pine tells of constancy. In its sweet voice
It whispers of hope till sad mortals rejoice.

Fifth Pupil—
The nut-bearing trees teach that 'neath manner gruff,
May be found as "sweet kernels" as in their caskets rough.
Sixth Pupil—
The Birch, in its wrappings of silver and gray,
Shows that beauty needs not to make gorgeous display.
Seventh Pupil—
The Ash, having fibers tenacious and strong,
Teaches me firm resistance, to battle with wrong.
Eighth Pupil—
The Aspen tells me with its quivering leaves,
To be gentle to every sad creature that grieves.
Ninth Pupil—
The Lombardy Poplars point upward in praise,
My voice to kind Heaven they teach me to raise.
Tenth Pupil—
The Elm teaches me to be pliant and true,
Though bowed by rude winds, it still rises anew.
Eleventh Pupil—
I am taught generosity, boundless and free,
By the showers of fruit from the dear Apple tree.
Twelfth Pupil—
The Cherry tree blushing with fruit crimson red,
Tells of God's free abundance that all may be fed.
Thirteenth Pupil—
In the beautiful Linden, so fair to the sight,
The truth I discern: It is inwardly white.
Fourteenth Pupil—
The firm-rooted Cedars like sentries of old,
Show that virtues deep-rooted may also be bold.

—*Helen O. Hoyt; in the Teachers' World.*

THE VALUE OF FORESTS.

Much has been said and written by eminent statesmen, and scholars, and men in all walks of life of the importance of the forest. Former President Theodore Roosevelt once said that "the conservation of our natural resources and their proper use constitute the fundamental problem which underlies almost every other problem of our national life." The value of forests is something that has been acknowledged in all times and by all countries.

Climatologists say that large bodies of woodland are not without a beneficial effect upon the temperature, winds, and degree of precipita-

tion of the land in which they grow. Scientists maintain that the presence of a forest cover is indispensable to amountainous or in fact a level, country, for its bearing upon local and general conditions of soil and water. That this is so the widespread devastation occasioned by their removal in certain Old World countries will forcibly attest. Agriculture, the underlying foundation of a country's prosperity, is scarcely a possibility without some policy of silviculture. Not only are the products of the forest needed, it is in itself very necessary as an equalizer of certain conditions of stream-flowing and soil protection.

Most municipal reservoirs today are located in forests where the supply of water is guarded from any sources of contamination by the surrounding body of woodland. Some other cities have already emulated the example set by many European municipalities, and have now their publicily-owned town forests, in some cases handled like a park, in others treated as a forest investment, and generally found to be a most profitable one.

A great part of the forest's value lies in the multifold uses of its products. To mention them all, or nearly all, is not possible here, for they are legion. For shelter, warmth, protection, we look to the forest and its products, which in turn supply us with the employment of many thousands, and the necessities for a great many more. Study will show that nine-tenths of them are almost or wholly indispensable. The United States Office of Industrial Investigations is authority for the statement that in the year 1913 21,668 mills in this country produced a vast total of 38,387,009,000 board feet of lumber, of which the state of Maryland cut 140,469,000. The cash value of the country's cut was not given, but it would have been interesting. It is believed that it represented a sum greatly in excess of one billion of dollars, and the wages paid in its production and manufacture would be responsible for a great many millions more.

Yet these amazing totals represent only about three-fifths of our entire output of forest products. Firewood makes up almost another fifth, then comes in lesser quantities, but still of considerable importance, telegraph and telephone poles, fence posts and rails, hewed crossties, cooperage stock, naval stores, tanbark, and immense amounts of softwoods for the manufacture of pulp paper. Of course these are not all, and a close study of them cannot fail to reveal many facts of much additional interest.

So we have several values for the forest—its value as the source of many of our wants; its value as a regulator of soil and water; of streamflow and agriculture; its cash value as a very great and costly product; and the employer and wages of a great army of men and women who work in this and allied industries. The value of the forest is not all measured in the scale of dollars, but something that is apparent in the lives and homes of all who may enjoy its benefits.

TREES OF THE FRAGRANT FOREST.

An exercise for seven children. As they take their places upon the stage those in the seats recite the first stanza.

Trees of the fragrant forest,
With leaves of green unfurled,
Through summer's heat, through winter's cold,
What do you do for our world?

First—Our green leaves catch the raindrops
That fall with soothing sound,
Then drop them slowly, slowly down,
'Tis better for the ground.

Second—When rushing down the hillside,
A mighty freshet forms,
Our giant trunks and spreading roots
Defend our happy homes.

Third—From burning heat in summer,
We offer cool retreat,
Protect the land in winter's storm
From cold, and wind, and sleet.

Fourth—Our falling leaves in autumn,
By breezes turned and tossed,
Will make a deep sponge carpet warm
Which saves the ground from frost.

Fifth—We give you pulp for paper,
Our fuel gives you heat,
We furnish lumber for your homes,
And nuts and fruit to eat.

Sixth—With strong and graceful outline,
With branches green and bare,
We fill the land through all the year,
With beauty everywhere.

All—So, listen from the forest,
Each one a message sends
To children on this Arbor Day,
"We trees are your best friends."

—*Primary Education.*

PLANT TREES.

A leaflet prepared for the Shade Tree Committee of the Women's Civic League, Baltimore, by W. McCulloh Brown.

All Maryland trees within the limits of a street or highway are by legislative act under the care and protection of the State or City Forester. They cannot be cut or trimmed without a permit providing for competent supervision. Good laws are well to have, but public interest and general co-operation with officials in the beautification of streets and the 1,059 miles of newly built State Roads is absolutely necessary to obtain the desired results.

This appeal is to you, reader, to help in this good cause, with your influence and work. "We are all equal partners and every partner should do his share." Study trees, talk of trees and help in some way to have trees planted. We should plant for shade, for beauty, for pleasure, for health, and for profit. The State Forester will furnish plans and trees at cost for sections of road planting. (Such) trees should be set from fifty to seventy feet apart, requiring some 176 trees per mile. Four miles of trees were planted on (the last) Arbor Day, the progressive Counties being Baltimore, Carroll, Kent, and Queen Anne's.

Plant individual trees. President Wilson has set the example recently by planting a Walnut tree to commemorate the christening of his first grandson. In Scott's words—"Jock, when ye hae naething else to do ye may be aye sticking in a tree; it will be growing, Jock, when ye're sleeping".

SMALL BEGINNINGS.

1 A traveler through a dusty road strewed acorns on the lea;
And one took root and sprouted up, and grew into a tree.
Love sought its shade, at evening's time, to breathe its early vows;
And age was pleased, in heats of noon, to bask beneath its [boughs;
The dormouse loved its dangling twigs, the birds sweet music bore;
It stood a glory in its place, a blessing evermore.

2 A little spring had lost its way amid the grass and fern,
A passing stranger scooped a well, where weary men might turn;
He walled it in, and hung with care a ladle at the brink;
He thought not of the deed he did, but judged that toil might [drink;
He passed again, and lo! the well, by summers never dried,
Had cooled ten thousand parched tongues, and saved a life be- [side.

3 A dreamer dropped a random thought; 'twas old, and yet 'twas new;
A simple fancy of the brain, but strong in being true.
It shone upon a genial mind, and lo! its light became
A lamp of life, a beacon ray, a monitory flame;
The thought was small, its issue great; a watch-fire on the hill,
It shed its radiance far adown, and cheers the valley still.

4 A nameless man, amid a crowd that thronged the daily mart,
Let fall a word of hope and love, unstudied, from the heart;
A whisper on the tumult thrown,—a transitory breath,—
It raised a brother from the dust; it saved a soul from death.
O germ! O fount! O word of love! O thought at random cast!
Ye were but little at the first, but mighty at the last.

—*Charley Mackay.*

HOW AND WHAT TO PLANT.

Selection is quite as essential to permanently successful tree-planting as protection, subsequent care, and the planting itself. Appended to these instructions are lists of satisfactory trees, both shade and forest kinds, and study of them should result in well-chosen stock for Arbor Day. Any of the varieties listed as "Desirable Shade Trees" will give excellent results in this field of planting. Of the others, the "Important Timber Species", practically all are capable of successful cultivation in this state, and some of them—White Pine, Red Oak, and Locust—are much in use for planting on waste and infertile soils.

While these are all species readily adaptable to cultivation, care is requisite in choosing from among them those whose natural requirements for soil, water, and exposure are most fully met by the chosen planting-site. Every tree, as each person, has its individual preferences for certain foods and certain situations, and trees should be selected for planting where these are found. What their requirements are may be learned from almost any of the books of reference which have been given.

With selection of planting-site and tree comes the very important work of soil preparation and the setting out of the tree itself. No hard and fast rules may be propounded for this, as trees differ as much in size as in the shape of their root system. Generally speaking, a hole about three feet square and two feet deep is of proper size to receive the tree,—a hole which is of sufficient size to accommodate the tree's roots without undue crowding. At the sides and bottom of the hole the earth should be thoroughly loosened, and a little rich loam or compost thrown in.

While the hole is being prepared the roots of the tree should not be left exposed to the drying effects of sun or wind. Either may seriously injure the fibrous roots, especially those of the conifers, and neglect in placing the tree in water, or covering its roots carefully with damp wrappings, may frequently be held responsible for planting failures. As the tree is set in the prepared hole, and rich loam thrown in, it should be settled firmly in place, with the roots straight, planted a trifle more deeply than it last stood, and the earth packed solidly and evenly around it, at the surface level and not hilled up about the stem. During the progress of the work one or more buckets of not excessively cold water should be poured in the hole, and around the tree, as the soil is packed down.

If the tree is several feet in height some of its branches should be removed after planting, and the pruning done proportionately as the tree's roots may have suffered in lifting and transplanting. The form of the tree should be made pointed at the top, round and symmetrical at the sides. In trimming, all cuts should be clean, close to the trunk, and coated with paint or tar to prevent decay and facilitate early healing of the branch-wound. Trees such as the Maple may not be trimmed in spring, for they bleed freely, but they may be given such treatment during the fall and winter seasons.

Occasional watering after the planting and such care as the trees may seem to require from time to time are material aids to the success of the work undertaken; perhaps guards of wire or wood may need to be erected about the tree to prevent any injury from children at play or other causes. When the enthusiasm of Arbor Day is followed up by faithful if less enthusiastic care, the planting of that day should be of lasting benefit to schools.

SONG—Plant a Tree

Air: "America"

Come let us plant a tree,
Tenderly, lovingly,
Some heart to cheer.
Long may its branches sway
Shelter sweet birds alway,
Long may its blossoms say
"Springtide is here."

—*Education Publishing Co.*

A TREE CENSUS.

The instruction of Arbor Day in its practical application will possess little of permanent benefit for teachers or scholar if the teachings of that day are permitted to lapse into forgetfulness or the trees planted allowed to perish through neglect. Interest in tree and forest must be sustained. This may be done, in school, by well-directed reading in Forestry and Nature Study; outside of school it may be given a wider scope through the active performance of some task of practical use to community or school.

Among such possobilities is the duty of warning the careless, and being ourselves careful, where fires in the woods are concerned. The building of fires in the forest is sometimes necessary; but the carelessness which permits of their escape to the detriment of the woodland is always unnecessary. Forest protection by school children is something that may very well be emphasized. The care of paid officials is not all that is required. Our intelligent co-operation is needed to obtain the best results, and may be exercised to great advantage in the protection of forest, shade, and state-owned roadside trees.

During the last few years several Eastern cities have taken a census of their shade trees, just as they would enumerate and take account of all their residents. Such work has been of real value to the towns and cities where undertaken, in that the trees, by different species and perhaps by size, have been counted, located, and a careful survey of all shade trees made. This is something that might be easily performed by the pupils of any town or city school. Beginning with the yard of your own school, and learning to recognize at once by sight and their many characteristics the ones which make up the tree population of the town, will be found an interesting study and useful undertaking. This may be combined under proper direction with a study as to how they grow and breathe and draw their nourishment from the earth and the air, and how to know them in winter as well as in their summer dress.

In the shade tree census one or several children may be assigned to make a complete count of the trees of each square or a part of one, those which are public property, and those which grow in the yards of private homes. Leaders should be selected to receive reports as the census of the trees progresses, combining the counts of each of the blocks and perhaps grouping them by streets. Other ideas will suggest themselves to the mind of the teacher, until the entire town has been covered and catalogued as to its tree population.

With the appended list it will be found how many of the trees at present growing along the streets of your town come under the heading of "Desirable Shade Trees", and which of them may be varieties with only quick growth to commend them to the planter, trees of rapid

growth, but short-lived. Many factors determine the good shade tree—steady growth, neither too slow nor fast; a straight, clean stem; foliage that does not drop to an objectionable extent all through the year, and that will be bright with attractive color in the fall; a root-system that does not lie too close to the surface of the ground, nor force its way through cracks in the sidewalk or into drain-pipes; all these combined in a tree which is not much harmed by the dryness, the smoke and gas, and other injurious agencies which must be withstood in the unnatural environment of town and city.

These silvical characteristics the trees that follow, to a great extent, possess. How many of these most desirable varieties your town possesses the tree census will determine. When trees already growing in your city die and are removed, and it becomes necessary to fill their places, it will be possible to suggest better trees for planting where the old ones stood. Then keep in mind that many kinds of shade trees—irregularly spaced, carelessly planted, of every size—can never give a street the same creditable appearance as rows of the best varieties, in which uniformity of size, species, and spacing has been observed. Such are the possibilities of a tree census by schools. Other advantages will be apparent in the performance of the work.

IMPORTANT TIMBER SPECIES OF MARYLAND.

Common Name,	*Botanical Name,*
	Conifers.
White Pine	Pinus strobus
Loblolly Pine	Pinus taeda
Scrub Pine	Pinus virginiana
Pitch Pine	Pinus rigida
Red Cedar	Juniperus virginiana
Hemlock	Tsuga canadensis
Cypress	Taxodium distichum
	Hardwoods.
White Oak	Quercus alba
Post Oak	Quercus minor
Chestnut Oak	Quercus prinus
Pin Oak	Quercus palustris
Scarlet Oak	Quercus coccinea
Black Oak	Quercus velutina
Chestnut	Castanea dentata
Shagbark Hickory	Hicoria ovata

Black Walnut	Juglans nigra
Beech	Fagus atropunicea
Sweet Birch	Betula lenta
Basswood	Tilia americana
White Elm	Ulmus americana
Yellow Poplar	Liriodendron tulipifera
Sugar Maple	Acer saccharum
Red Gum	Liquidambar styraciflua
White Ash	Fraxinus americana
Sycamore	Platanus occidentalis

DESIRABLE SHADE TREES

Common Name,	*Botanical Name.*
For the City.	
Oriental Plane	Platanus orientalis
European Linden	Tilia europea
Japanese Ginkgo	Salisburia adiantifolia
Norway Maple	Acer platanoides
Pin Oak	Quercus palustris
Red Gum	Liquidambar styraciflua
For the Country.	
Tulip Poplar	Liriodendron tulipifera
Linden	Tilia americana
Norway Maple	Acer platanoides
Sugar Maple	Acer saccharum
White Elm	Ulmus americana
White Oak	Quercus alba
Red Oak	Quercus rubra
Willow Oak	Quercus phellos
Red Gum	Liquidambar styraciflua
Lombardy Poplar	Populus italica nigra

REFERENCES IN FORESTY

An Aid to the Identification and Proper Care of Trees

Manual of the Trees of North America, —*Charles Sprague Sargent*

Handbook of the Trees of the Northern States and Canada, —*Romeyn B. Hough*

North American Trees, —*N. L. Britton*

The Care of Trees in Lawn, Street, and Park, —*Bernard E. Fernow*

Shade Trees in Towns and Cities, —*William Solotaroff*

The Principles of Handling Woodlands. —*H. S. Graves*

The Economics of Forestry, —*Bernard E. Fernow*

Current Publications of the State Board of Forestry, —*Johns Hopkins University. Baltimore.*

PEACE DAY.

(Thursday, May 18, 1916.)

It is suggested that part of the school-day on the above date be devoted to a short program in the interest of the cause of "Universal Peace." Interesting material which may aid in preparing such a program has been collected and printed herewith:

PRESIDENT WILSON'S APPEAL FOR IMPARTIALITY AND RESTRAINT IN DISCUSSING THE WAR

My Fellow-Countrymen: I suppose that every thoughtful man in America has asked himself during the last troubled weeks what influence the European war may exert upon the United States, and I take the liberty of addressing a few words to you in order to point out that it is entirely within our own choice what its effects upon us will be and to urge very earnestly upon you the sort of speech and conduct which will best safeguard the nation against distress and disaster.

The effect of the war upon the United States will depend upon what American citizens say or do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned. The spirit of the nation in this critical matter will be determined largely by what individuals and society and those gathered in public meetings do and say, upon what newspapers and magazines contain, upon what our ministers utter in their pulpits and men proclaim as their opinions on the streets.

The people of the United States are drawn from many nations, and chiefly from the nations now at war. It is natural and inevitable that there should be the utmost variety of sympathy and desire among them with regard to the issues and circumstances of the conflict. Some will wish one nation, others another, to succeed in the momentous struggle. It will be easy to excite passion and difficult to allay it. Those responsible for exciting it will assume a heavy responsibility; responsibility for no less a thing than that the people of the United States, whose love of their country and whose loyalty to its Government should unite them as Americans all, bound in honor and affection to think first of her and her interests, may be divided in camps of hostile opinions, hot against each other, involved in the war itself in impulse and opinion, if not in action. Such diversions among us would be fatal to our peace of mind and might seriously stand in the way of the proper performance of our

duty as the one great nation at peace, the one people holding itself ready to play a part of impartial mediation and speak the counsels of peace and accommodation, not as a partisan, but as a friend.

I venture, therefore, my fellow-countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact as well as in name during these days that are to try men's souls. We must be impartial in thought as well as in action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another.

My thought is of America. I am speaking, I feel sure, the earnest wish and purpose of every thoughtful American that this great country of ours, which is, of course, the first in our thoughts and in our hearts, should show herself in this time of peculiar trial a nation fit beyond others to exhibit the fine poise of undisturbed judgment, the dignity of self-control, the efficiency of dispassionate action, a nation that neither sits in judgment upon others nor is disturbed in her own counsels and which keeps herself fit and free to do what is honest and disinterested and truly serviceable for the peace of the world.

Shall we not resolve to put upon ourselves the restraint which will bring to our people the happiness and the great and lasting influence for peace we covet for them?

WOODROW WILSON.

WASHINGTON, D. C.
August 18, 1914.

WAR OR PEACE

The cause of peace is not the cause of cowardice. If peace is sought to be defended or preserved for the safety of the luxurious and the timid, it is a sham, and the peace will be base. War is better, and the peace will be broken. If peace is to be maintained, it must be by brave men, who have come up to the same height as the hero, namely, the will to carry their life in their hand, and stake it at any instant for their principle, but who have gone one step beyond the hero, and will not seek another man's life; men who have, by their intellectual insight, or else by their moral elevation, attained such a perception of their own intrinsic worth, that they do not think property or their own body a sufficient good to be saved by such dereliction of principle as treating a man like a sheep. If the rising generation can be provoked to think it unworthy to nestle into every abomination of the past, and shall feel the generous darings of austerity and virtue, then war has a short day. Whenever we see the doctrine of peace embraced by a nation, we may be assured it will not be one that invites injury, but one, on the

contrary, which has a friend in the bottom of the heart of every man, even of the violent and the base; one against which no weapon can prosper; one which is looked upon as the asylum of the human race and has the blessings of mankind. . . . In this broad America of God and man, where the forest is only now falling, and the green earth opens to the inundation of emigrant men from all quarters of oppression and guilt,—here, where not a family, not a few men, but mankind, shall say what shall be,—here, we ask, Shall it be War, or shall it be Peace?—*From Emerson's Essay on War.*

Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals or forts.—*Longfellow.*

THE RECKONING

By Clinton Scollard

What do they reck who sit aloof on thrones,
Or in the chambered chancelleries apart,
Playing the game of state with subtle art,
If so be they may win, what wretched groans
Rise from red fields, what unrecorded bones
Bleached within shallow graves, what bitter smart
Pierces the widowed or the orphaned heart—
The unhooded horror for which naught atones!

A word, a pen stroke, and this might not be!
But vengeance, power lust, festering jealousy,
Triumph, and grim carnage stalks abroad.
Hark! Hear that ominous bugle on the wind!
And they who might have stayed it, shall they find
No reckoning within the courts of God?

—*The Sun, N. Y.*

THE WAR OF KINGS

By Clinton Scollard

From dawn to dusk reign horror and affright,
And the sad night no healing respite brings;
In all its hideous panoply of might,
This is the war of kings!

The people are but pawns upon the board;
What of their wants, their woes, their sufferings?
Speak, Death, dark watcher both by field and ford,
In this grim war of kings!

Will history still repeat the sanguine past,
With all its trail of ruthless anguishings?
Oh, may this slaughter-carnival be the last—
The last dread war of kings!

—*The Outlook.*

TO THE PEACE PALACE AT THE HAGUE

By Robert Underwood Johnson

Builded of Love and Joy and Faith and Hope,
Thou standest firm beyond the tides of war
That dash in gloom and fear and tempest-roar,
Beacon of Europe!—tho wise pilots grope
Where trusted lights are lost; tho the dread scope
Of storm is wider, deadlier than before;
Ay, tho the very floods that strew the shore
Seem to obey some power turned misanthrope.

For thou art witness to a world's desire,
And when—oh, happiest of days!—shall cease
The throes by which our Age doth bring to birth
The fairest of her daughters, heavenly Peace,
When Man's red folly has been purged in fire,
Thou shalt be Capitol of all the Earth.

—*The Independent.*

A VOICE FROM THE BATTLEFIELD

By Herbert Bashford

To look upon the fool that once was I—
That gory thing with face half red, half white,
I can but smile; it seems so droll—the sight
Of those glazed eyes—one staring at the sky!
And now that all is clear I wonder why
I could not see until that last mad fight—
When I awoke in His eternal light—
How blind is he who marches forth to die

For some vain monarch seated on a throne!
If those brave soldiers there could only see
As I see now who draw no mortal breath,
No more the lifted sword, the crash and groan,
The thunder of the red artillery—
That awful, flaming ochestra of Death!

—*The San Francisco Bulletin.*

STAIN NOT THE SKY

By Henry van Dyke

Ye gods of battle, lords of fear,
  Who work your iron will as well
As once ye did with sword and spear,
  With rifled gun and rending shell,—
Masters of sea and land, forbear
The fierce invasion of the inviolate air!

With patient daring man hath wrought
  A hundred years for power to fly,
And shall we make his winged thought
  A hovering horror in the sky,
Where flocks of human eagles sail,
Dropping their bolts of death on hill and dale?

Ah no, the sunset is too pure,
  The dawn too fair, the noon too bright,
For wings of terror to obscure
  Their beauty, and betray the night
That keeps for man, above his wars,
The tranquil vision of untroubled stars.

Pass on, pass on, ye lords of fear!
  Your footsteps in the sea are red,
And black on earth your paths appear
  With ruined homes and heaps of dead.
Pass on, and end your transient reign,
And leave the blue of heaven without a stain.

The wrong ye wrought will fall to dust,
  The right ye shielded will abide;
The world at last will learn to trust
  In law to guard, and love to guide;
The Peace of God that answers prayer
Will fall like dew from the inviolate air.

The Hague, Netherlands. —*The Independent*

RHEIMS

By Percy Mackaye

Apollo mourns another Parthenon
In ruins!—Is the God of Love awake?
And we—must we behold the world's heart break
For peace and beauty ravished, and look on
Dispassionate?—Rheims' gloried fane is gone:
Not by a planet's rupture, nor the quake
Of subterranean titans, but to slake
The vengeance of a Goth Napoleon.

O Time, let not the anguish numb or pall
Of that remembrance! Let no callous heal
Our world-wound, till our kindled pities call
The parliament of nations, and repeal
The vows of war. Till then, pain keep us thrall!
More bitter than to battle—is to feel.

—*Boston Evening Transcript.*

THE GREAT WAR AND THE PUBLIC SCHOOLS.

By Fannie Fern Andrews

The appeal of President Wilson to the people of the United States to "act and speak in the true spirit of neutrality" comes to the teachers of the country with peculiar force. They, as much perhaps as any other persons, enjoy opportunities to preserve, as the President expresses it, "the spirit of impartiality and fairness and friendliness to all concerned." More than that, the War affords teachers a unique opportunity to exercise their most important function,—the training of citizens. For, is not this, after all, the ultimate aim of education? And should it not be the purpose of the Twentieth Century Teacher to develop a civic intelligence regarding present day problems,— a gradually developing social consciousness, which will terminate, it is hoped, in universal brotherhood?

The war that is now ravaging the continent of Europe has no parallel in history. It seems unnecessary to say that what is going on should be presented in the schoolroom in such a manner as to give pupils a proper interpretation of the whole dreadful story. The task is difficult, but the American teacher, reared in a country whose foundation principles are based on tolerance and respect for the rights of others, is equal to the emergency. Many of our school children draw their origins from the nations now at war, and it is natural that their sympathies should be alert for the home countries. Then, too, among those who have no ancestral allegiance to the warring factions, it is inevitable that childish immaturity and the universal instinct to take sides will lead to partisan expressions over the daily occurrences of the war. Evidences of this are seen on every hand. The war is the subject of supreme moment. The children, like their elders, eagerly watch the newspapers, scan the war maps, listen to heated discussions, and form what may or may not be correct opinions. But whatever their conclusions are, animosities and recriminations against one nation or the other appear to be the rule. Under these conditions, race antagonisms are allowed to develop, the children become partisans, and that very

spirit of neutrality which our President so urgently desires is flagrantly violated. The child is not able to comprehend the necessity or the duty of neutrality, nor the reasons why the United States should remain the one great nation friendly with all "to do what is honest and disinterested and truly serviceable," as Mr. Wilson says, "for the peace of the world."

This is the situation which confronts teachers. What shall they do about it? Their opportunity lies in correcting this partisanship. They should not allow imperfect or prejudiced ideas to find lodgment in the pupils' minds, especially on a subject which is so vital to the civilization of the future. They should point out that every boy and girl who really loves America will "act and speak in the true spirit of neutrality"; that the great idea of American patriotism is to wipe out racial prejudices; that with its historical background and unique mixture of peoples, our nation is peculiarly fitted, again quoting the President, to "play a part of impartial mediation and speak the counsels of peace and accommodation, not as a partisan but as a friend." Only by instilling such ideas into the pupils' minds can they be placed in sympathy with the policy of this country. To do this, the teacher must "exhibit the fine poise of undisturbed judgment, the dignity of self-control," which our Executive hopes will be the attitude of this nation. Moreover, painstaking teachers cannot fairly escape discussions on this subject in the schoolroom. Lessons in history, geography, civics, and the like cannot go far without touching at some point on what is actually taking place across the water. European history and European geography must be eliminated if we bar out a discussion of this war.

The request, made at the beginning of the school year by certain superintendents that there should be no discussion of this subject in the schoolroom, was apparently in line with President Wilson's policy. At that time, the world stood aghast at the tidings of a continent at war, and how to keep out of the trouble was our supreme concern as a nation. But today, when the significance of this world object-lesson comes more and more into light, when the causes are becoming better understood and the results to be hoped for more clearly defined, when the American ideal of universal peace is seen in its direct relation to the conflict, the superintendents of the country should take the matter under serious consideration. To lose this opportunity is to lose the supreme moment for teaching history. Silence on this subject in the schoolroom at this time is inconsistent with the purpose and the spirit of education. Consequently the Great War should form a part of school instruction, and its treatment should be indicated with careful precision. The schools, if true to their aims, must react to the meaning of great events, to the ideas which govern men and nations.

So delicate and intricate are the elements involved, that we are impressed at the outset with the necessity for eliminating the perilous

phases of the subject. The motives of any nation engaged in the war should not be impugned in the schoolroom. To do so would give offense to some of our own citizens. It would, of course, violate the President's injunction as to neutrality, and what is more, it would tend to keep alive racial prejudices. Nor should daily reports of the military movements be followed in the schoolroom. Such details as reach us are vague at best, but in any case, they should be eliminated, because they tend to excite the interest of the pupils unnecessarily in the game of war, and enmity toward one or the other of the contestants would naturally result. The study of military minutiae has no proper place in the common school curriculum. What we really need at this time is to grasp the philosophy of militarism, reach the elemental causes that brought on the trouble, and find a chart that will lead the world out. Therein lies the only course for safe and sane action. Certain American colleges, in giving courses of lectures on the vital relations of the war to history and to civilization, are providing a wise method of acquiring scientific background for the real setting of this war in the historical sequence of world events. While the History Teachers' Magazine suggests that "the history teacher has now the opportunity to stand as an expert guide for his school community and for the larger community about the school."

Teachers should lead pupils to understand the historical causes of the war, to look upon this spectacle of human suffering and devastation with horror, to contrast a world at war with a world at peace, to comprehend the principles which should govern the terms of peace—in fact that would make another great war impossible, to be conscious of the part which the United States, a nation founded on democracy, universal brotherhood, and good-will, should play after the cessation of hostilities, to realize that every boy and girl has an interest in the movement which shall bring about the reign of law in place of the reign of the sword.

MARYLAND BRANCH AMERICAN SCHOOL PEACE LEAGUE.

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(Elected, Annapolis, Md., June 26, 1913.)

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Directors to serve for two years—Charles T. Wright, Howard C. Hill and W. J. Holloway.

Directors to serve for one year—M. Bates Stephens, Samuel Garner and Clayton Purnell.

PURPOSES.

The Maryland Branch of the American School Peace League was organized at Braddock in 1911, during the meeting of the State Teachers' Association. The purpose of the League is "to promote through the schools and the educational public of America the interests of international justice and fraternity." This object is to be sought especially through the observance of one day in each year as Peace Day in the schools and by means of addresses, recitations and songs, to familiarize the children with the idea of peace as a great national blessing and as an individual duty.

This organization has been cordially endorsed by the State Board of Education of our State, and the Board of Managers of the Maryland Branch confidently solicit co-operation in this interesting and important work.

What we ask definitely is that teachers will set aside an hour or two, as recommended in the Teachers' Year Book, to celebrate the cause of peace. This will not only be welcomed by the pupils as a pleasing variety in the school exercises, but it will put the school into sympathetic relation with a nation-wide movement, and give endorsement to a cause that all must approve.

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